

# Pottery Primary School

Tel: 01773 823383

Email: [info@pottery.derbyshire.sch.uk](mailto:info@pottery.derbyshire.sch.uk)



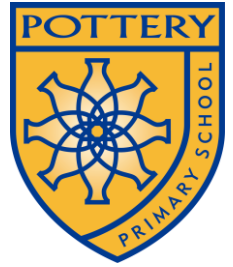
## School Information 2021-2022

*'At Pottery we all have a right to be safe, to have a fair say and to be treated equally. We are taught the knowledge and skills we need, in fun and exciting ways, to keep safe both in and out of school. If we are in any danger, are worried or are injured, we know how to report this and who to report it to.'*

*(School Council 2019 - 2020)*

Pottery Primary School

Pottery Primary School  
Kilbourne Road  
Belper  
Derbyshire  
DE56 1HA



Tel - 01773 823383  
Fax - 01773 823987

e-mail [info@pottery.derbyshire.sch.uk](mailto:info@pottery.derbyshire.sch.uk)  
website: [www.pottery.derbyshire.sch.uk](http://www.pottery.derbyshire.sch.uk)  
Extended services website: [www.connectbelper.co.uk](http://www.connectbelper.co.uk)  
Telephone: 01773 823383

Dear Parents/carers,

On behalf of the Governors and all the School Staff, I would like to warmly welcome you to Pottery Primary School.

The school has a very strong focus on supporting every pupil to achieve their learning potential, regardless of their ability. Pottery is a very inclusive school where every child matters to us. We also really value learning outdoors.

At Pottery we aim to recognise the unique potential in each child and to work alongside you as parents, to ensure that your child becomes a confident and well-rounded young person. We have a fantastic team of staff here who always aim to go 'above and beyond' for the children at our school.




Pottery Primary is a very special school to me. I was a member of the senior leadership team at Pottery for ten years - ten years ago. I have taught many of the parents at Pottery when they were a child themselves.

The website [www.pottery.derbyshire.sch.uk](http://www.pottery.derbyshire.sch.uk) and this brochure contain a wealth of information about the school. You are very welcome (post Covid) to visit Pottery to look around and meet the staff and children.

We look forward to meeting you and to working closely with you during the time your child will spend at our school.

Mrs E Peach  
Headteacher

**Senior Leadership Team for the school:**

	<b>Mrs L Nicholson</b> Assistant Headteacher with responsibility for EYFS / Key stage 1 Deputy Safeguarding Officer
	<b>Mr G Hartley</b> Assistant Headteacher with responsibility for Key stage 2
	<b>Mrs M Kanigowski</b> Assistant Headteacher with responsibility for SEND Deputy Safeguarding Officer

**Organisation**

The school is organised into eleven classes: 5 in the infants and 6 in the juniors. For some subject areas, children will be taught by a teacher other than their class teacher.

At the beginning of the school year it is anticipated that the average class sizes will be 30 (23 in reception).

**Office Staff:**

Mrs Garnett - Office Manager

Mrs Spencer - Senior Clerk

Mrs Holloway - Clerical Assistant

### **Governors**

For a full list of current governors please contact the school office or refer to our school website.

There is a photo board of the members of the Governing Body where visitors sign in at reception.

### **Clerk to the Governors**

Please send mail c/o Clerk to Governors, School Office.

### **Area Education Offices**

Amber Valley, Erewash & South Derbyshire Area Education Office, Library Building, Grosvenor Road, Ripley, Derbyshire. DE5 3JE.

Telephone : Ripley (01773) 744741.

### **Derbyshire County Council**

County Hall, Matlock, Derbyshire. DE4 3AG

Telephone : Matlock (01629) 580000.

### **School Terms and Holidays 2021/ 2022**

Term	Term Dates
Autumn Term 2021	Monday 6 <sup>th</sup> September until Friday 22 <sup>nd</sup> October
	Monday 1 <sup>st</sup> November until Wednesday 22 <sup>nd</sup> December
Spring Term 2022	Monday 10 <sup>th</sup> January until Friday 18 <sup>th</sup> February
	Monday 28 <sup>th</sup> February until Friday 8 <sup>th</sup> April
Summer Term 2022	Monday 25 <sup>th</sup> April until Friday 27 <sup>th</sup> May
	Tuesday 7 <sup>th</sup> June until Thursday 21 <sup>st</sup> July

### **Staff Training Days (INSET days)**

Staff training days or INSET days are required by Parliament. Normally there are five days. School is closed to pupils on these days and the teaching staff will be in school training or attending courses at other establishments. We let you know well in advance of these days and where possible we do try to add these days onto holidays.

### **INSET DAYS 2021/2022**

02.09.21          03.09.21          23.12.21          06.06.22          22.07.22



## **Our Vision Statement**

### **Learning: The Journey of Life 'Making Each Person Count'**

Our school is very much a caring community, with governors, parents, staff and children working closely together.

At Pottery Primary, we aspire to ensure that each individual is the very best that they can be.

We are committed to a learning environment where LEARNERS are:

Lifelong  
Engaging  
Achieving  
Respectful  
Nurturing  
Exciting  
Risk Taking  
Safe

We achieve this through continually developing and providing:

- A stimulating and motivational learning environment that fosters independent learning
- Enthusiastic and committed staff
- Creative and sporting opportunities

What we value determines our priorities and actions. At Pottery Primary School we: -

- Value individuals, encouraging them to achieve their full potential.
- Try our best, whatever we do.
- Encourage co-operation, recognising everyone's rights and responsibilities and treating all with respect.
- Value the contributions of pupils, staff, parents, governors and all who work with the school or give support in other ways.
- Encourage everyone to take responsibility for his or her own learning and development.

## **Education for All**

We are determined to offer all pupils every opportunity to achieve as much as they possibly can.

In pursuit of this goal, teachers recognise the value of all their pupils and are open minded in their expectations of them. They do not set limits to

achievement based on race, religion, gender, class, supposed ability, physical ability or age.

Equally, all pupils are encouraged to develop their own talents and interests, are given the confidence to be themselves and protected from undue pressures from others.

The schools accept the principles of human dignity and equality and are committed to promoting tolerance and combating racial injustice. We believe that differences are enriching and not threatening. Our curriculum seeks to broaden perspectives by helping children to understand the world in which they live and the dependence of individuals, groups and nations upon one another.

### **Belper Cluster Collaboration of Schools (BCC)**

BCC is a group of schools working in a formal collaborative partnership, since September 2017, to serve the Belper area. We remain community schools linked to the Local Authority, but with strength in numbers to help provide services to our community. We retain our existing Governing Bodies, independence and unique identities within the collaboration. The Headteachers of these schools meet regularly in order to continue to improve the opportunities and education for all Belper children.

Membership consists of the following schools:

Ambergate School, Belper School and Sixth Form Centre, Heage Primary, Herbert Strutt Primary, Little Eaton Primary, Long Row Primary, Milford School, Pottery Primary and St John's C of E Primary.

### **New Entrants in Reception**

Prior to starting school children are invited to spend some time with their future class teacher in the classroom. We invite parents to an induction meeting, which is usually held early evening prior to the induction visits. The head teacher is available to meet with parents who wish to share any additional/personal information prior to entry; please phone to make an appointment.

Admission arrangements for reception pupils changed from September 2012 in that all pupils are all eligible for a full-time reception placement from the September of the academic year in which they are 5. Parents retain the right to send them to school the term after which they are 5.

We strongly encourage all children to start in the September if they are 'ready.' However, we do not admit children who are not toilet trained unless this is associated with a disability (please refer to our admissions and intimate care policies).

Where we are made aware of children with special educational needs before entry, we will liaise with parents regarding the most appropriate induction to school for their child.

### **Home and School - Pastoral Care**

It is a firm policy of the school to encourage close relationships between home and school.

We value all forms of communication: e-mail, telephone and in person. We have both an email and text messaging service and use these for alerts and reminders for individual, groups and whole school (text messaging service will only accept one mobile number as the key number for each child).

We are concerned with the well-being of all the children in our school and want to share any problems that might affect the emotional well-being and/or learning with parents and would always value parents doing the same.

Parent staff consultations are held in the autumn and spring terms with additional 'open day/evening' events during the year. These consultations provide an opportunity to discuss privately a child's progress in school. A written report is issued to all parents at the end of the school year.

You will always be welcome to call in or make an appointment to discuss your child at any other time during the year, either catch the teacher or call in /telephone office staff to do this for you.

The positive contributions made to the school life by parents are much appreciated. All adults working in school with our children, on school visits and at PSA events must first complete a DBS (Disclosing and Barring) check before commencing. If you wish to help at school please let us know in advance by contacting the school office so that we can begin the DBS process.

### **Safety**

You will appreciate that for the smooth running of the school some restrictions are necessary, but these are kept to a minimum. Parents are informed of these either verbally or in writing through the monthly newsletter. School bags are one such restriction as storage space is on coat pegs in the cloakrooms. Children need a school book bag (or carrier bag), which are flat (2 dimensional) and juniors also bring a small lunch box if they are packed lunch. We cannot

accommodate anything larger (3 dimensional) as they become a safety issue in cloakrooms and corridors.

### **School Site**

Security fencing is erected around the site to improve security for our children and staff.

If you need to collect your child during the school day e.g. for the dentist or they are ill, then you must use the main entrance via the car park as we cannot open the Alton Road entrance during a school day.

For after school clubs and activities the only entrance and exit point is the main gate via the car park.

To meet with Government legislation dogs are not allowed on any part of the school site. The whole of the school site is designated as a no smoking area and is enforced by law as 'no smoking in a public place.'

### **Personal Injury**

This school is part of Derbyshire County Council's insurance scheme and any claims against the school should be directed to Derbyshire County Council electronically using the Claims Notification form and emailed to [portalclaims@derbyshire.gov.uk](mailto:portalclaims@derbyshire.gov.uk). The relevant information can be found on our school website or ask in the school office.

### **Wrap Around Care**

Pottery After School Scheme (POSS) operate a breakfast club 7.30am to 8.45am and an afterschool care scheme 3.30 - 6.00pm for our pupils. The contact number for the manager of the Pottery after School Scheme (POSS) is 07973 850678.

### **School Meals**



Derbyshire County Council provides a daily lunch service in school. From September 2014 all infants are entitled to a free lunch in school. Menus are planned carefully by a team of experienced people who consider the nutritional balance, the popularity of dishes, the season and the quality. All menus are



analysed by a community dietician and special diets can be accommodated so please ask e.g. coeliac, vegetarian, nut allergy. Children not having a school dinner can bring their own packed lunch from home. We ask that this does not include sweets or chocolate in keeping with nutritional standards. We also ask that you do not send any item that contain nuts as we have children in school who have a nut allergy/are highly intolerant to nuts and if one child has been eating food items containing nuts and then touches equipment, this is enough for our children who are allergic to go into anaphylactic shock.

All infants currently have a meal provided free of charge.

The school lunch consists of two courses with a choice of main or vegetarian meal; bread and salad are available.

Packed meals can be provided for pupils eligible to free school meals if they do not wish a hot dinner either in one of our boxes or a lunch box provided from home. If your child is in the juniors, dinners have to be paid for unless your child is entitled to a free meal, see below. Meals are currently £11.00 a week/ £2.20 a day. All meals have to be paid for by using [www.parentpay.com](http://www.parentpay.com)

You will need an activation code from the school office to use Parent Pay.

Pupils may bring a packed meal that should be sent to school in a named lunchbox (zip or tab closure) and should not include sweets.

Pupils who stay at school for lunch are expected to behave sensibly in the care of the mid-day supervisors, listening to and following their instructions and adhering to our four school rules. Those children who consistently are unable to behave at lunchtime will be excluded from school at lunchtimes (this is extremely rare) and parents are kept informed throughout.

You are asked to provide a weeks' notice if changing lunch arrangements as food is purchased in advance based on our school meal numbers.

Should you wish to apply for free meals for a junior child, a form may be obtained from the school office; please speak to the Headteacher or Office Manager in confidence. You can check eligibility and complete an application at: [www.derbyshire.gov.uk/quidsin](http://www.derbyshire.gov.uk/quidsin)

If your child is eligible to a free meal but friends bring a packed meal, a packed meal can be arranged from our on-site catering service.

If you are eligible it is crucial to us that you complete a form/ apply even if you do not wish us to supply the meal as this will entitle us to claim **Pupil Premium** for your child. The pupil premium funding also provides a grant to enable your child to take part free of charge for some activities in school that incur a charge e.g. school visits. (Pupil premium is currently £1,300 each year) and even if children only have free meals for a month the eligibility for the grant lasts 6

years. School budgets each year are weighted by the number of children eligible to free meals.

### **Snacks**

In May 2003, the Government introduced a National Fruit Scheme whereby a piece of fruit is delivered to school each day for **every infant child**.

Older pupils can bring a piece of fruit/vegetable for break time. We call this our healthy eating break and we request that fruit is peeled and chopped for the younger ones and sent in a plastic bag/foil. At the end of break any remaining fruit/vegetable has to be placed in one of the bins provided on the playground.

### **Morning Milk**

In January 2015 the Government introduced a milk scheme whereby parents can purchase milk in advance for their child to have daily at morning break.

[www.coolmilk.com](http://www.coolmilk.com)

Children who are under 5 years old in reception classes are entitled to free milk which stops as they have their 5<sup>th</sup> birthday, in order for us to register for this you need to give permission for us to share your child's name and date of birth with the company.

Children who are entitled to free school meals are offered free milk. As this incurs a cost to school, we ask that parents state whether they wish their child to receive milk daily.

### **Pupils**

There are currently 318 pupils registered at the school. The Governors have resolved that the maximum number of new entrants to be admitted to reception classes in a school year is 45.

### **Attendance**

Your child should be in school on all days when it is open. Good attendance is essential if your child is to take full advantage of the education offered by the school; it is also a legal requirement. You must let us know the reason for any absence; this is because the law requires us to distinguish in the register between those absences allowed by law and those that are not.

If your child is absent from school you must telephone the school on the first day of absence giving the reason for the absence.

This is to ensure that both the school and parents know the whereabouts of the children at all times.

The school may discuss any issues relating to attendance with one of the agencies that support the school, e.g. Education Welfare Office. School contacts the EWO service when attendance falls below 94%. If you wish to discuss a problem with attendance with one of the agencies yourself, please contact the school office for the relevant telephone contact number.

For reasons of safety we cannot allow children out of school, e.g. for visits to the doctor or to the dentist, unless accompanied by an adult. Please inform the school personally or in writing of such appointments so that registers may be marked accordingly.

If children do have to leave school during the day for an appointment please report to the reception office when collecting or delivering your child before and after appointments; you will be asked for an appointment letter/card in order to sign your child out.

**You do not have a right to take your child on holiday in term time.** All holidays in term time legally have to be **unauthorised** (from September 2013) and then if taken, incur a **penalty notice**.

For more information please ask office staff but as a general rule this is £60 per child, per week, per parent. Legally all children have to be in school the term after which they are 5 so the penalty notices in reception differ:

If your child is 5 the autumn term penalty notices become effective from the 31<sup>st</sup> December.

If your child is 5 the spring term penalty notices become effective from the 31<sup>st</sup> March.

If your child is 5 the summer term penalty notices become effective from the 31<sup>st</sup> August as they are transferring into year 1.

### **Personal Property**

Neither the school nor Derbyshire County Council is responsible for the personal property of pupils. Children should not bring their personal possessions to school, as the school does not have any facilities for making personal property secure.

### **Medication**

We cannot administer any medication in school. If your child is prescribed antibiotics then please ask the GP for the 3 doses a day one so that this can be given before school, at the end of school and before bedtime. Alternatively, we will accommodate parents/family/friend coming to administer to your child at

lunchtime. **Children cannot bring lipsol balm or cough/sore throat lozengers or indeed any other item to school.**

We have a legal duty to administer relevant medication and successfully manage the condition of those children with asthma and those on health plans e.g: diabetes, cystic fibrosis.

For those pupils who need regular medication due to a 'medical condition' a care-plan written by GP/consultant/school health needs to be agreed and in place.

In consultation with the Derbyshire LA 'medicine in school policy', parents of children with asthma or those on care plans are required to complete two forms before prescribed medication is administered in school.

### **Sun Cream/Hydration**

It is recommended that a good quality sun block is applied to exposed skin before the start of the school day and that a hat is available in school at all times when weather is hot. We provide sun cream to **top up** as necessary e.g. for after school clubs, the children can access this freely in D block which they use at lunchtime. If your child is allergic to some sun cream, please come into school, do a test patch of our cream, and inform us if there is an allergic reaction. Children are encouraged to drink bottled water (kept on desks) in the summer term. Drinking water is accessible to all children throughout the day at all stages of the year.

### **Head Lice**

Children love to 'get their heads together' literally when playing and unfortunately these little critters love nice clean hair. Parents are advised to check once a week when hair is wet by combing with a head lice comb and lots of conditioner from scalp down the length of the hair. If children have lice/eggs these must be 'out' either by using this method or a lotion from the chemist. If head lice/eggs are noticed at school, parents will be contacted to take a child home and treat this as a matter of urgency so that they are not passed on.

### **Funding for Activities - Remissions Policy**

1. Voluntary contributions and/or donations will fund any activity defined by law as an 'optional extra' and which takes place either wholly or mainly within the school day.
2. Parents will be made aware that if insufficient money is forthcoming through voluntary contributions then the activity may have to be cancelled.

3. Funding for such activities will have to be confirmed in sufficient time to ensure that if an activity is cancelled then no deposit or other payment is lost to the school.
4. Any activity defined by law as an 'optional extra' and which takes place wholly or mainly outside the school day will be funded by charging at the economic rate.
5. When a charge is levied, families on income support, Working Families Tax credit, disability working allowance and income based job seekers allowance (or whom in the opinion of the Headteacher are unable to meet the full cost of the activity) shall have all or part of the cost remitted. It is assumed that the parent of these children will be claiming their entitlement to free meals and that therefore the school has been funded for this accordingly to pass this on in these circumstances.
6. Any shortfall in income (up to 10% of maximum expenditure) will then be met from other sources available to the Headteacher and Governors where activities take place. In the event of cancellation of a pupil's participation in such a school activity, a refund cannot be guaranteed.
7. An account is maintained in order that any shortfall referred to in paragraph 6 above can be immediately made good.
8. Parents will be expected to replace, at the discretion of the Headteacher, in whole or in part, any lost, damaged or broken items of school equipment for which their child is responsible.
9. This policy statement will be kept under review.
10. Copies of this policy statement are available from the school office.

### **Clothing Policy - Uniform**

We have a school uniform. The school colours are royal blue for infants, navy blue for juniors, which is combined with medium/dark grey and black as appropriate.

The following details describe requirements for boys and girls throughout the school. The emphasis is on: -

- A common uniform for the school.
- Practicality and durability in what children wear in school.
- Safety in knowing that the uniform is sensible, practical and hard wearing and that children from the school can easily be identified when out and about on school visits.



Although full detail is given here, parents will appreciate that there is a wide choice amongst what is required yet maintaining the appearance of the school and its pupils.

You can buy cardigans/sweatshirts and other items from our uniform supplier online [www.price-buckland.co.uk](http://www.price-buckland.co.uk) If you wish to buy items from elsewhere you will still need to purchase the sew on badge from the uniform supplier for sweatshirts and cardigans.

The PSA sell good quality second hand uniform for about a £1 an item.

It is expected that parents support the school in applying this uniform policy:

All garments should be clearly marked with the pupil's name. The school will endeavour to find/return any lost property marked clearly with a name. We cannot search for unmarked items.

Each school holiday 'lost property' is sorted, named items returned and un-named items disposed of. Un-named school uniform identified as lost property is re-cycled by the PSA at their nearly new uniform sales.

Children need a showerproof/waterproof coat in school every day that they attend.

**Please note: The school has a no jewellery policy (unless on religious grounds) and this is inclusive of earrings. Plastic retainers are acceptable in place of earrings; if unsure please ask at the school office.**

### **UNIFORM**

- ◆ Blue sweatshirt/cardigan **with school logo on left**.
- ◆ Plain white/pale blue polo shirt with collar and buttons.
- ◆ Pinafore dress/skirt (to be of appropriate length around the knee) shorts or long trousers (ankle length) all plain in medium or dark grey, navy blue or black.
- ◆ Long trousers (ankle length) in plain medium grey/dark grey/black.  
Shorts (no longer than knee length) may be worn in summer, plain medium grey/dark grey/black.
- ◆ In summer, **cotton dresses** may be worn of deep blue/medium blue, check or stripe (or shorts).
- ◆ Plain socks in white, grey, black or tights in plain black or grey.
- ◆ Hair adornments small e.g. hairband, slide and in keeping with school colours of blue, grey, black.

The following colours identify parts of the school - sweatshirts/cardigans need to be this colour:-

Infants:	Reception, Year 1 & Year 2	<b>Royal Blue.</b>
Juniors:	Years 3, 4, 5 & 6	<b>Navy</b>

### **Shoes**

Inappropriate footwear represents a safety risk to the wearer and others in a busy school. In line with the school colours footwear should be dark in colour.

- ◆ Black, dark blue or dark grey shoes with no heel / very small heel e.g. 2cm
- ◆ Training shoes that are substantially black or dark grey although a **very small** amount of white marking is permitted. These should be fastened securely.
- ◆ Sandals in appropriate weather that are supported, are securely fastened and of an appropriate heel as above. (Dark blue, dark grey or black)

We acknowledge that most shoes for younger children come with a small design on e.g. butterfly/flower. **If small this is acceptable.**

**BOOTS are not acceptable** indoors. We acknowledge that in cold/wet weather they might be needed to travel to and from school. However, children will be expected to change into appropriate indoor footwear once here.

### **Physical Education (PE) Clothing**

Please note that all pupils have a weekly indoor and an outdoor session where possible throughout the year. Children come to school wearing their PE kits on their PE day.

Emphasis is upon practicality, safety and warmth for outside work.

- ◆ Sun hat
- ◆ Plain white tee shirt or polo shirt.
- ◆ Dark blue shorts.
- ◆ White sports socks (stripe at top acceptable).
- ◆ Training shoes (for outdoor activities) that are part of PE kit to be kept in school and **NOT** worn to and from school.
- ◆ Hair bobble (plain band) for long hair - note: **plastic hair adornments cannot be worn for PE, as they are dangerous (we advise not to be worn at all for school).**
- ◆ If child needs to wear glasses for PE, a sports band needs to be purchased to hold these on. You can go to your optician or the school office may have one to buy.
- ◆ Plain sweatshirt or fleece in navy blue.
- ◆ Plain jogging bottoms/tracksuit bottoms in navy blue.

**Note: pumps/plimsolls are NOT required for PE as children do indoor PE in bare feet.**

### **Unacceptable Dress**

- ◆ Tracksuit bottoms except for PE.
- ◆ Leggings

- ◆ Boots indoors
- ◆ Fashion items that stretch the school uniform policy e.g. mid calf culottes.
- ◆ Sunglasses unless required for allergic conditions and **only when the parent has notified the school in writing of the necessity of wearing these.**  
The school will not accept liability from facial injury caused by accidents whilst wearing sunglasses.
- ◆ Any form of jewellery, we have a strict no jewellery policy.
- ◆ Any adornment that is added to uniform not in keeping e.g. large hair adornment

## **Curriculum Aims**

The broad curriculum aims of the school are: -

- a) To provide a stimulating environment where **all** children have stimulating and varied opportunities in which to develop.
- b) To encourage **all** children to be self-motivated in acquiring and applying knowledge, skills and practical ability relevant to the needs of the present and the future.
- c) The curriculum is planned to foster attitudes of equality, tolerance, awareness, sympathy and understanding, thus helping children to develop self discipline, respect for others and self respect, these qualities being interdependent, producing individuals who are independent, self- motivated adults who care for and are aware of the needs of all people in society.
- d) To encourage and expect a high standard of individual and group achievement in all aspects of our school curriculum.
- e) To encourage all children to achieve their potential.
- f) For children to work towards individual targets which are regularly reviewed and shared with parents.

## **Curriculum**

At Pottery Primary School we provide all pupils with a broad balanced relevant learning experience, delivered through the core and foundation subjects of the National Curriculum and through cross curriculum themes (topics).

The different levels of attainment targets within these subjects ensure that children work effectively to their ability, yet always have another goal in sight. This means that children can progress through the curriculum at an appropriate pace (often this will vary from subject to subject). We aim for a high standard at all times.

Standard Assessment Tests are administered in English and Mathematics at the end of KS1 (year 2) and in English and Mathematics at the end of KS2 (year 6). It is particularly important that children are in school at this time. Reception pupils complete a baseline assessment during the Autumn term.

In 2012 the Government introduced a phonics test for all year 1 children; this is administered in the June of year 1 and reported to parents.

In 2020 the Government introduced a times table test for all year 4 children administered over the internet; this is administered in the June and results are reported to parents.

In the June of years 3, 4 and 5, we administer standardised assessment tests in English and Mathematics enabling us to track all pupils' progress across the school.

When tests are administered to pupils we endeavour to do these as part of the 'routine of the day' with the intention of creating the least amount of 'worry' as possible.

We use all test information diagnostically, to inform our subsequent planning and delivery of the curriculum.

Copies of curriculum policies that have been approved by the Governing Body can be taken away on loan for a specified period or a copy purchased at a small cost. Please ask at the school office if you cannot find what you require on our website.

### **Special Educational Needs (SEN)**

Occasionally children need special attention or a little extra support to enable them to achieve their potential. In line with the 'Code of Practice for Special Educational Needs', the school employs regular procedures for the identification of children who experience difficulties at school. As soon as a child is considered as possibly having a learning difficulty (either on a short or long term basis), parents are involved in discussion and advised as to the way in which school and home can work together in supporting the child.

We are able to call upon the help of various experts, such as Speech Therapists and Occupational Therapists. Other services can be purchased such as Educational Psychology or Behaviour Support Service for identifying and supporting children with learning difficulties. Those children who have long term needs which require additional provision of resources or specialist teaching through a 'health and care plan' are taught in mainstream classes. Progress for all children identified as having 'special needs' is reviewed on a regular basis with parents and the child. Our policy on Special Needs

emphasises the need for early identification of learning difficulties through a graduated response.

Identification of a weakness at an early stage in the child's schooling does not necessarily mean serious long-term concerns; in many cases problems are resolved as the child matures.

For more detailed information a copy of the school policy and special educational needs information report can be found on our website or a paper copy accessed from the school office.

### **Disability**

The Special Educational Needs and Disability Act 2001 came into force in January 2002.

The Act seeks to enable more pupils who have special educational needs and/or disabilities to be included successfully within mainstream education; where parents want mainstream education for their child everything possible should be done to provide this. The Act places on education authorities a clear responsibility to ensure that reasonable adjustments are made to educational settings to accommodate the needs of disabled learners.

At Pottery we endeavour to accommodate all children with such needs by adapting the educational setting in order to facilitate their learning. We can currently accommodate pupils in a wheelchair in the large majority of our site. An Access Plan has been drawn up identifying adjustments that need to be made to the site and disabilities are considered when any changes are made on the site.

### **Multiculturalism and Anti Racism - Statement from the Belper Head teachers**

The curriculum of all the Belper Schools will incorporate multi-faith teaching and learning about other cultures. This universal approach will include visits to places of worship and the use of outside speakers from different faiths and cultures.

Racist language and behaviour will not be tolerated. All incidents will be recorded (this is a legality) and parents notified. Persistent racist behaviour will result in exclusion.



### **The Foundation Stage / Early Years Curriculum**

From September 2008 the 'Early Years Curriculum' became statutory. If your child attends pre-school or nursery they will have already begun this stage in their education, they will continue with this in their reception year at Pottery (and for some children, into year 1). The foundation stage is when children develop learning attitudes, skills, social integration and personal organisation. Play is a central tool for learning; it is a key way in which young children learn with enjoyment and challenge.

Practitioners delivering the early year's curriculum support children's learning through; planned / structured play where the learning outcome has been clearly identified through careful planning and support in order that children achieve in a safe environment. This extends the children's early experiences of spontaneous play.

At Pottery we believe it is important to provide foundation stage education that aims to meet the individual needs of every child in our care. Children are made to feel safe and secure and are valued as individuals. Independence is fostered, as are positive attitudes to learning and each child is encouraged to reach their full potential.

The latest Early Years Foundation Stage curriculum will be statutory from September 2021.

There are 7 areas of learning in the Early Years framework:

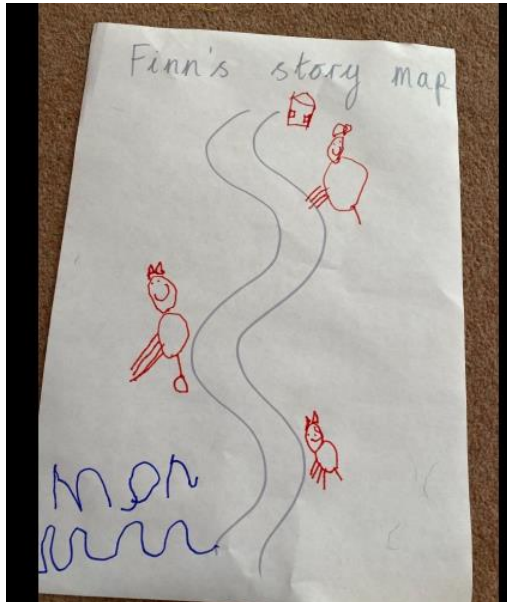
- 1. Communication and Language**
- 2. Personal, Social and Emotional Development**
- 3. Physical Development**
- 4. Literacy**
- 5. Mathematics**
- 6. Understanding the World**
- 7. Expressive Arts and Design**

1 - 3 are the prime areas with 4 - 7 being specific areas

#### **Communication and Language**

Communication develops three key areas of language: listening and attention; understanding and speaking.

Children are encouraged to develop good listening skills as well as extend their vocabulary and fluency by talking, and sharing their ideas, hearing and responding to stories, songs and rhymes.



### **Personal, Social and Emotional Development**

Personal, Social and Emotional Development has three key areas: self-regulation, managing self and making relationships.

Within a nurturing environment, children are supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently, aiming to achieve simple goals and developing resilience. To take part in the life of the class, sharing and co-operating with other children and adults. Learning to understand and express their own feelings as well as respect the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves; their behaviour and basic hygiene.



### **Physical Development**

Physical Development has two key areas: gross motor skills and fine motor skills.

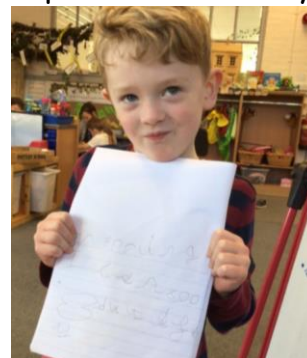
A range of equipment and opportunities, both indoors and out of doors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. Children are encouraged to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time, children are supported in the development of the fine motor skills required to use tools including pens and pencils and to handle small objects with increasing control and precision.



### Literacy

There are three key areas: word reading, comprehension and writing. Through a daily 'letters and sounds' programme, supported by 'Twinkl phonics' scheme children learn the first phonemes that are key to the English language to enable them to begin to read and write. This is done in a fun, visual and auditory way.

Children are helped to understand that written symbols carry meaning and begin to read a range of text appropriate to their age and individual needs. They are taught to be aware of the purposes of writing and how to write simple sentences for themselves utilising their phonic knowledge. Classroom reading areas give every child the opportunity and encouragement to become familiar with books, enjoy books and be aware of their uses, both for reference and as a source of stories and pictures as well as develop their vocabulary.





## **Mathematics**

There are two key areas: number and numerical patterns. Through practical activities children become familiar with the sorting, matching, ordering, sequencing and counting concepts that form the basis of early mathematics. As they use their developing mathematical understanding to solve problems, children are helped to use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences. Children are taught how to use simple mathematical operations such as addition and subtraction.



## **Understanding the World**

Understanding the World has three key areas: "past and present", "people, cultures and communities" and the "natural world"

Children will grow their awareness of their surrounding community and the roles in its society. They will also investigate how their local area has stayed the same or changed throughout time. Through observations they will learn about their community, comparing this to other communities; exploring different religions and cultures in this country and others.

We provide a safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children are encouraged to explore and understand their environment, both within the school and in the wider community.

A range of safe and well-maintained equipment enables children to extend their technological



understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems.

### Expressive Arts and Design

There are two areas: creating with materials and being imaginative and expressive. Children are encouraged to use a wide range of resources in order to express their own feelings and to construct their response to experience in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources, provides for open-ended exploration of colour, shape, texture as well as the development of key skills in painting, drawing and collage.

Children are provided with different opportunities to join in with and respond to music and stories. They explore a variety of percussion instruments with many opportunities for imaginative role-play, both individually and as part of a group.



A baseline is taken of your child on entry to school alongside pre-school records that have been shared, so we can ensure good progress is made from their starting point. This is done by observing children in base through play and through the National Baseline Assessment.

At the start of year 1 the children begin the key stage one (KS1) programme of work. A minority who are not ready for this continue to access the early year's curriculum.

At the start of year 3 children begin the key stage two (KS2) programme of work.

Pottery Curriculum is based upon the National Curriculum (implementation Sept 2014) and is planned for using a creative topic based approach incorporating the majority of the curriculum areas in a cross curricular format which covers both skills and application.



## Key Stage 1 and Key Stage 2

### English

#### Development of Language and Literacy

English is both a subject in its own right and the medium to teach other subjects; pupils' spoken language, reading, writing and vocabulary need to be developed both in terms of skills and as tools to access other areas of learning. Fluency in the English language is an essential foundation for success in all subjects.

The 'Pottery Curriculum' delivers through aspirational teaching, learning opportunities that ensure all pupils achieve their best. Pupils will learn to speak fluently and write so that they can communicate their ideas and emotions to others. Through their reading and listening, others can communicate with them and develop their love of literature through widespread reading for enjoyment.

#### Speaking and Listening

Children are encouraged to use the art of speaking and listening to confidently present, demonstrate and explain clearly their understanding and ideas. Also, to participate in discussions where they will expand and justify ideas giving sensible reasons, ask questions to check understanding and to develop vocabulary. Speaking and listening skills are key to organising writing.

#### Reading

It is essential that by the time of leaving primary school that all pupils are confident, fluent readers

There is an expectation that all children read regularly both at school and at home. The close working partnership both supports learning and success but also sets high expectations for the children to value reading and a love of learning.



The development of reading has two parts:

Word Reading

Comprehension (both listening and reading).

The teaching of phonics is key to the understanding that the letters on a page represent sounds in spoken words. In reception and key stage 1 letters and sounds are taught daily to support the learning of these.

For older children who have not mastered phonics, support and alternative strategies and resources are used to ensure they gain these skills.

At the end of Year 1, children are statutorily tested on the reading of the first 44 phonemes (phonics test). Scores reported to both the Government and Parents. Those not reaching the age expected level are re-tested in Year 2.

Children in reception and year 1 read from a phonetically decodable reading scheme which is closely matched to their phonic phase. From year 2 onwards, once the children can confidently use phase 5 phonics, we use the programme 'Accelerated Read' in school to encourage reading and comprehension of text.

Good understanding of what is being read depends on knowledge of the world and knowledge of vocabulary and grammar. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world, in which they live, and to develop a love of reading. Comprehension skills are developed through daily shared reading sessions from year 2. This involves group discussions with the teacher, as well as reading activities that encourage the investigation of a range of stories, poems and non-fiction. Reading daily of varied text types leads to the development of a broad vocabulary as the children come across new words they would rarely hear or use in everyday conversation. Reading also builds the imagination and supports writing. Children at the end of Key stage 1 and 2 take a standardised assessment test in reading.

## Writing

There is an expectation that children, on leaving primary school, will be able to write clearly and accurately. They will be able to write for different reasons choosing appropriate language and styles adapting them for different purposes. The children will have a broad vocabulary and good grasp of grammar and the rules of writing.

There are two parts to writing.

1. Transcription (spelling and handwriting)
2. Composition (creating and recording ideas in speech and writing).

To be effective writers' children must be proficient in both of these. In addition, they need to know how to plan, revise and evaluate their own writing. We use 'Rainbow Grammar' as a tool to support both writing and the understanding of grammar.

## Spelling

Writing down ideas fluently depends on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the spelling rules of words. The weekly spellings that are set in homework reflect the age expected spelling lists for each year group. It is important that the children learn these as they support accuracy in writing.

## Handwriting

By the end of year 2 children most children will be using cursive script (joined writing). Where children have a specific difficulty e.g. dyspraxia, we aim for print that is fluent and legible.

## Composition

Composing writing involves articulating and communicating ideas, and then organising them coherently for a reader whilst understanding the genre (type of writing e.g. instructions, diary, letter).

Children should use Standard English and have a wide knowledge of vocabulary and grammar, including punctuation. Year 2 and year 6 have statutory written tests in spelling, grammar and punctuation.

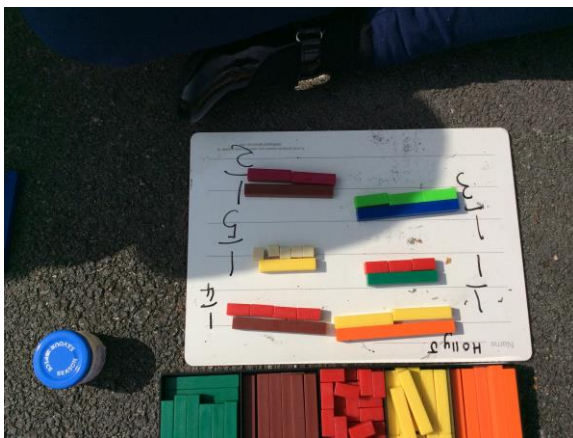
### **Mathematics**

Mathematics is essential for everyday life. It underpins so much of the world around us.

The aim of the Mathematics National Curriculum is to provide a solid foundation of skills and understanding, ensuring pupils are 'fluent' solving calculations and are able to 'reason mathematically' when solving problems by applying their knowledge.

Mathematics is taught on a daily basis; children are also be given the opportunity to use and apply their mathematical knowledge and understanding in other curriculum areas.

Through the implementation of the National Curriculum the school aims to instil a sense of enjoyment and curiosity for maths and to create confident mathematicians of all its pupils.



### **Science**

Science is a core curriculum subject but is embedded through 'topic.'

As children progress through Year 1, they will start to encounter science as a pure subject area with study units and progress will be reported to parents under the heading of science.

Science is about children developing a sense of enquiry and extending their

about  
which



the



knowledge  
world in  
they live. It



provides the children with opportunities to investigate living things, materials and their properties and physical processes such as light, electricity and forces. Science is largely a practical subject concerned with investigations designed to increase the child's awareness, knowledge and skills in these areas of study.

## History

History is taught in order to develop a sense of identity through learning about the developments of Britain's past and that of the wider world. The children are introduced to what is involved in understanding and interpreting the past; we encourage them to be curious about the past and how it shapes the present.

Children are taught about important episodes and developments in Britain from early times to the present day. They look at significant aspects of the wider world and of ancient civilisations and they investigate local history. Children are helped to develop a chronological framework by making links across the different study areas and are encouraged to use a range of sources and information.



## Geography

Our aims and purposes for teaching geography are to:

Inspire a curiosity and fascination about the world and its people; help children to develop an understanding of how landscapes have been shaped and how they change over time; equip children with the skills necessary for geographical study and foster a sense of responsibility for the care of the Earth and its people.





### Design Technology

Pupils will be given the opportunity to turn ideas into reality. In order to do this, children will be guided through the design process: researching the product; producing a design; establishing a method of procedure; selecting resources; making and finally evaluating the end product. Children will acquire and apply knowledge and understanding of the following: materials and components; mechanisms and control systems; structures; existing products; food technology; quality and health and safety.



### Computing

Children have access to different models of computers and tablet technology. Computing is a cross-curricular skill and pupils will develop information technology capability through open-ended activities taught as an integral part of both core and foundation subjects. Keeping safe whilst using technologies is also a fundamental part of our teaching.



In each classroom has access to laptops and six iPads. In addition, we have a computing suite with 36 PC's, all of which have internet access. Children have 1:1



access to a computer for at least one session each week.

Capability will be developed through activities which: extend the range of computing tools that they use for communication, investigation and control; encourage discernment in selecting and using hardware/software; enable computer keyboard familiarity; develop perseverance; encourage greater responsibility for the individual's own learning by providing opportunities for making decisions about the appropriate use of ICT.

In school we use a word processing package called Clicker7 published by Crick and this provides you with a home licence. The licence letter with your unique serial number gives you a telephone number to phone if you have any problems downloading Clicker7.

### **Art and Design**

The children are introduced to various media in Art and Design through topic work. They will become proficient in different skills and techniques including but not exclusive to drawing, painting and sculpture. Children will be given the opportunity to experiment, invent and create their own work of art, craft and design. This can involve them working individually, in groups or as a whole class. Children are introduced to the work of great artists, craft makers and designers in order to develop their appreciation of the richness of our diverse cultural heritage.



### **Foreign Languages - French**

Languages were introduced in September 2005 in primary schools. All pupils from year 3 to year 6 have a foreign language session each week from a

language instructor; this opportunity enriches the child's curriculum. The curriculum covers three key elements whilst developing cultural understanding:

- oracy
- literacy
- knowledge about the language

## **Music**

Pupil's understanding and enjoyment of music is developed through activities that give them opportunities to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Pupils learn to sing and to use their voices, to create and compose music on their own and with others as well as learning basic musical notation. A wide range of percussion instruments is used in conjunction with various pitched instruments including electronic keyboards. At key stage 2, pupils can join the school choir where they further their skills in choral work and enjoy taking part in concerts at school, within the local area and at larger venues.



## **Peripatetic Music Tuition**

In the juniors, individual or paired music tuition in a range of instruments (brass, flutes, clarinet, violin, keyboard, drums or guitar) is available within the school day by peripatetic music staff and is currently charged at a rate set by the peripatetic tutor and paid for each half term. The price of lessons is calculated according to the duration of the lesson and the number of children sharing that lesson. Instrument hire is usually inclusive for the first two terms after which parents are requested to purchase an instrument (this can be done through Derbyshire music service minus VAT).

## **Physical Education (PE)**

PE at Pottery Primary School provides opportunities for pupils to become physically confident in a way which supports health and fitness. The emphasis

during lessons is on the development, improvement and refinement of skills as well as expression and enjoyment.

The school encourages competitive sport; we believe that children need to learn to lose as well as win gracefully, conducting themselves at all times in the honest, genuine spirit of whatever sport they are involved in. Pupils in key stage 1 and key stage 2 take part in a variety of local competitions.

Physical Education takes place in our school hall, on the playground and on the MUGA (multi use games area). All children take part in two hours of quality PE each week. Lessons are taught by the class teacher as well as sports coaches and specialists. In addition to this, we offer a range of extra-curricular after school clubs.



In key stage 1, pupils have one outdoor PE session each week where they develop basic movements including running, jumping, throwing and catching and begin to participate in small team games. During their indoor session, pupils perform simple dances and develop their agility, balance and coordination through gymnastics.



In key stage 2, pupils combine the skills of running, jumping, throwing and catching to play more competitive games. During indoor sessions, pupils take part in a range of gymnastics and dance activities. Pupils are also given an opportunity to take part in outdoor and adventurous activities off site. In year 3, pupils have swimming lessons at Belper Leisure Centre.

### **Religious Education (RE)**

RE is planned to reinforce the celebration of diversity. The school's RE syllabus reflects the Derbyshire County Council Agreed Syllabus and will incorporate **multi-faith teaching and learning about other cultures**. This universal approach will include visits to places of worship and the use of outside speakers from different faiths and cultures.

The school does not have any religious affiliation.



Assemblies are taken by members of staff, children and visiting speakers. Parents who wish to withdraw their child from RE and assemblies for reasons of personal conviction should write to the Headteacher, who will arrange for the child to be supervised. If a child participates in RE it is an expectation that they would also attend workshops and visits that are associated with the current teaching.

### **Personal, Social and Health and Education**

Personal, Social and Health Education (PSHE) is concerned with pupils' physical, mental, social well-being and quality of life.

Children are encouraged to develop healthy attitudes towards our environment and other people. They will also learn a host of 'life skills' such as decision making, judgement making, developing confidence and sharing with others.

For all areas of PSHE children build up a knowledge base, develop their understanding of this knowledge and explore and form opinions. They learn about safety and how to keep one another safe through our PSHE matters scheme of work.

Pupil voice is an integral part of the school; since September 2000 the school has had a school council elected democratically each autumn term; each class has a representative. The council meet every other week throughout the year. The children chair the meeting and take their own minutes.

### **Relationship and Sex Education (RSE)**

RSE is the lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about teaching of sex and sexuality and keeping safe. For detail of our RSE programme of work from reception to year 6 please refer to the school website under the policies tab to find our Relationships and Sex Education Policy.

### **Homework**

We believe that learning at home is as important as learning at school; homework is a partnership between parents and school.

We follow the national guidelines on homework. Over a period of time, children should expect to be set:

- 1 hour a week in Years 1 and 2,
- 1  $\frac{1}{2}$  hours a week in Years 3 and 4
- 2  $\frac{1}{2}$  hours a week in years 5 and 6.



Reading, learning number bonds and multiplication tables will form the majority of this.

Reception pupils bring home number and letter tasks alongside reading.

We ask that parents read with their child on a regular basis, the recommendation is 5 times each week and homework is not 'signed off' unless children have read at home on at least 3 occasions each week. Reading is a fundamental part of educational success.

From September 2021 children who have made a good effort with homework will get a certificate-

Bronze in the Autumn term

Silver in the Spring term

Gold in the Summer term.

If the children achieve the 3 certificates they will be awarded a homework medal at the end of the year.

### **School Houses**

The school is divided into four 'houses'. Children are placed in a house on entry to school; siblings are in the same school house. House points are awarded for good behaviour and progress in work and points are added up each week in merit assembly and a running total kept on the display board in the school hall. House teams are used throughout the school year e.g. for sports day teams. The winning house each term is given a small reward in the last week of the term e.g. an 'ice-cream break'.

### **Going for green-Behaviour and sanctions**

LEVEL ONE VERBAL WARNING	RESPONSE
*Calling out and interrupting teacher Loud noises to distract others Disturbing others from learning Refusal to work Unkind words Improper use of equipment Refusal to work	<ul style="list-style-type: none"><li>• Remind children of the behaviour you want to see</li><li>• praise for all the children doing the right thing</li><li>• non- verbal cues such as eye contact</li></ul>
LEVEL TWO	RESPONSE



STOP AND THINK CARD	
*Repeated offence of the previous behaviour	<ul style="list-style-type: none"><li>• Adult to give out stop and think card</li></ul>
LEVEL THREE BEHAVIOURS REQUIRING A YELLOW CARD	RESPONSE
*Behaviour not improved	<ul style="list-style-type: none"><li>• Child to change their green card to a yellow card</li><li>• Use positive reminders of how to return to green</li></ul>
LEVEL FOUR BEHAVIOUR REQUIRING A RED CARD	RESPONSE
*Causing physical harm to others Threatening language Continued refusal to do work	<ul style="list-style-type: none"><li>• Child to change their yellow card to a red card</li><li>• Phone call to parents to let them know their child has reached red on behaviour chart and the reasons why</li></ul>
LEVEL FIVE ADDITIONAL SUPPORT	RESPONSE
*Causing physical harm to adults and children Highly disruptive behaviour  (* all examples only )	<ul style="list-style-type: none"><li>• Phone or send for headteacher or SLT member</li><li>• Phone call home</li><li>• Complete form if restraint has been used</li><li>• Internal exclusion</li><li>• Or fixed term exclusion depending on severity</li></ul>

The vast majority of the Pottery children behave exceptionally well.

### **Positive Rewards**

We consider that positive reinforcement of good behaviour far outweighs negative consequences.

### **Whole Class**

Each class has a weekly reward to aim for. All pupils who stayed on green all week will take part in Golden time or an activity chosen by the children.

If a child has been on orange or red during the week the teacher will decide how much golden time the child will miss.

If they stay on green for half a term they will participate in an agreed activity across the year group.

There is a wide range of rewards available for our children which include:

House Points

Gold stars

Use of ICT suite

Class trophy

Achievement certificates

Class Dojo and a class Dojo Shop to spend points in

Reading awards

Stickers

Phone calls home

Well done postcards

Hot chocolate with the Head

### **Physical Intervention Procedure**

For the safety of your child if there is a danger of injury to self, others or serious damage to property, teachers and teaching assistants are authorised to 'restrain' a child.

In the unlikely event of physical intervention having to be used, you as a parent will be informed.

### **Equal Opportunities**

In regulating pupil conduct and maintaining discipline, staff will avoid any bias according to a child's gender, ethnic origin, disability or social background and will follow the school's policies on:

- Bullying
- Sexual Harassment
- Racial Harassment

- Disability

It is expected that staff, pupils and governors will adhere to these policies at all times. Policies can be taken on loan from the school office.

### **Health and Safety**

- All pupils will be made aware of the link between good behaviour and health and safety issues.
- Staff will look for opportunities to affirm co-operation and safe, considerate behaviour at all times.
- When pupils undertake visits and studies beyond the school site, the school's Health and Safety policy will be adhered to fully. Children will be required to display the same standards of behaviour as those expected in school. Children will behave in a considerate, responsible manner, showing respect for others and the environment.
- The LA policy on school visits states that where it is deemed that a child is a health and safety risk to others, the child may be excluded from a visit.

### **Anxieties or Concerns**

We hope that you will enjoy and participate in your child's schooling but we do realise that occasionally things may go wrong or appear unsatisfactory. It is in everyone's interests for us to sort out problems quickly rather than allow them to build up and result in anxiety, distrust or unhappiness. Very often a chat or telephone call will be enough for us to be able to reassure you or help to resolve worries.

The best time to talk to the teachers is at the end of the school day rather than before school when they are preparing for lessons. The Headteacher will always make time to discuss any problems with you.

### **Arrangements for the Consideration of Complaints**

If you feel that a complaint about the school is appropriate, there is a procedure to deal with complaints about the school curriculum and related matters. Details of this procedure are available from the school office and our website. It is hoped that in the first instance parents who are concerned about the curriculum and other matters will continue to discuss the issue informally with the class teachers and /or the Headteacher/ senior leadership team.

### **Parent use of Social Media**

The school is committed to working with parents to promote children's online safety and believes that, as adults, we have a responsibility to behave as role models in our own use of social media. Staff are subject to a policy and guidance

concerning any use they make of such sites (refer to the school website policy tab: Acceptable Use of IT, the internet and Electronic Communication). We ask for the support of parents, carers and other members of the school community and ask that they bear in mind their own approach to the use of social media as detailed in the school's Online Safety Policy. Further, we ask for parents and carers support in addressing any inappropriate use of digital communication devices by pupils in school.

As a school we strive to achieve the best for all children, however we recognise that on some occasions you may feel that we could have done better. We ask that careful thought is given to any posts concerning the school or individual members. We would be grateful if parents do not use social media to raise concerns or complaints but instead, encourage parents to come into school and speak to us so that we can understand and help to solve the problem. If parents then feel that the issue has not been dealt with appropriately, we can provide the Complaints Procedure. It is in all our interests to address issues without delay so that we can maintain the focus on children's welfare and learning.

It is easy to make an entry on a site 'in the heat of the moment' but once material is on the internet it is difficult to fully erase. Such comments can be damaging to the individual and their welfare as well as, potentially, the smooth running of the school. There has been much publicity in recent times detailing the harmful effects experienced by children and adults from the misuse of social media. Inappropriate comments about staff, other parents or pupils will be addressed by the school in the same way as if these remarks were made in person, in the public domain.

The Police will be informed and legal advice taken with respect to any comments that are threatening, discriminatory, offensive, abusive, use foul language or threaten violence.

Although it is rewarding to hear of positive descriptions of school experience, it is important to bear in mind that other individuals may not wish to be named and that situations can be misinterpreted. There can be negative consequences of posting pictures on social media that include other family's children without parents' permission.

Our commitment to you is to put the pupils' interests first and to work in partnership with you in this endeavour. Your co-operation in relation to the use of social media is greatly appreciated. Enabling us to deal with any issues of

concern through the appropriate process will help to maintain the focus on the school's core purpose of teaching and learning.

*\*'a member of the school community' is defined as including pupils, all employees of the school, volunteers helping at the school, supply and peripatetic staff, parents/ carers and extended family members of pupils, governors, individuals and members of organisations providing a service to the school (eg sports coach, visitor invited to provide input to students).*

### **Access to Documents / Freedom of Information Act 2000**

The law requires the Governors and Headteacher to make available for inspection by the public, copies of any statements as to their policy on the curriculum providing 15 days' notice is given in writing. The school will also make available any statutory instruments and circulars sent to the school about curriculum or non-curriculum matters, published OFSTED reports on the school and schemes of work and syllabuses in use. The Headteacher will supply, on request, copies of these documents providing 15 days notice is given in writing; a charge will be made for these to cover administration costs.

One of the aims of the Freedom of Information Act 2000 is that public authorities including all maintained schools should be clear and proactive about the information they will make public. Please contact the school office if you require more detail or wish a copy of the school publication scheme for information available under this act.

### **Data Protection**

On entry to school we will ask your permission for us to use information (data) about your child to assist with the efficient organisation of the school and the child's educational needs. Security measures are taken to ensure that the information is kept confidential and is only available to authorised staff. It may be used for statistical purposes but this will not enable any individual to be identified. The school and the County Council have registered with the Data Protection Commissioner details of persons to whom they may wish to disclose information. By law, information may only be disclosed to other persons in accordance with this registration.

The school is registered to disclose personal information to:

Parents.

Legal representatives.

Doctors, dentists, other health advisers.

Department for Education (DfE).

Departments of Health and Social Security.

Local Authority and Social Care departments.

In keeping with the General Data Protection Regulation 2018 we will ask annually for you to check your child's personal data and also review your permissions for the on-line

companies with which we share data e.g. 'i-track' where assessments are stored for your child. However, if at any point you wish to have data updated/ altered /erased as a parent you can make this request.

It is the policy of the Governors and Derbyshire County Council that such information is confidential and that, even where a need to disclose information has been registered, it will only be divulged in exceptional circumstances and will be kept to the minimum necessary to achieve the purpose. This is, of course, subject to any law, which imposes a duty of disclosure on the Governors or Derbyshire County Council.

Pupils will use computers in the classroom as part of their education but they do not have access to the personal information records. If you are concerned about any aspect of personal information held please contact the Headteacher in the first instance or write to the Data Protection Liaison Officer, Education Department, Derbyshire County Council, County Hall, Matlock, Derbyshire DE4 3AG.

### **Photographs**

It is the policy of the Governing Body **not to name** individual pupils in newspaper articles nor on our school website. You will be asked as parents to state photograph preferences on the paperwork upon your child's entry to school.

### **Child Protection / Safeguarding**

Parents should be aware that the school will take action to ensure the safety of its pupils. In cases where the school has reason to be concerned for the safety of a child: that a child may be subject to ill-treatment, neglect or other forms of abuse, staff will follow County Child Protection Procedures and inform the Social Care of their concerns.

### **Pottery School Association (PSA)**

We have an active Pottery School Association. All parents, staff and friends of the school are members and are welcome to support the organisation. There is no subscription. The PSA Committee organises various events and fund-raising



activities, the proceeds of which purchase equipment of considerable importance to the school.

We hope that you will support this organisation and offer your help on the occasions when this is appropriate. Parents who wish to contact the Association should write to the Chair of the PSA care of the school office.