



School Prospectus 2017-18

Hartley Primary Academy
Round Ash Way
Hartley
Longfield
Kent
DA3 8BT

01474 702742

Principal: Mrs S Goosani
Vice-Principal: Mrs J Lambourne BSc (Hons) PGCE

www.hartleyprimaryacademy.org.uk

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Our Academy

At Hartley Primary Academy we are
HAPPY, POSITIVE, ACHIEVERS !

Happy – Because we are all safe, inspired and empowered to be the best that we can be.

Positive – Because we all work together, supporting each other with self belief and self motivation,

Achievers – Because we are determined to achieve what we set out to do and more.

Learning is built upon experiences that are real and relevant. Whilst we follow the National Curriculum we also respond to the interests and needs of the children to ensure that each term the activities excite and engage everyone. We pride ourselves on our Outdoor learning environment which is used extensively by all year groups, stimulating and embedding learning experiences through practical activities and the natural medium of our beautiful woodlands, pond and grass areas.

Well being and equality is central to our ethos and is driven by our Rights and Responsibilities charter. At the top of this charter is the right to be respected along with the responsibility to respect others. All children and staff have the right to learn and access the same opportunities regardless of differences in background or need.

Shaping Lives, Transforming Communities

Mission Statement

The welfare and safety of the children who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school. The school understands the responsibilities set out under section 175 of the 2002 Education Act to work together in partnership with other agencies to help children to grow up in a healthy and safe environment.

Aims and Beliefs

In partnership with parents and the Leigh Academies Trust we believe that everyone at Hartley has a right to be a Happy, Positive, Achiever, where...

- Learning is a process of discovery in which children are involved in determining the learning process, enjoy learning, seek to extend their learning and aspire to raise their own standards.
- Children will be equipped with the skills to become active, independent learners via a broad and balanced curriculum, which recognises different ways of learning.
- Children and adults will be encouraged to persist and persevere with new challenges.
- Everyone will develop an awareness and understanding and respect of other cultures, faiths and beliefs and apply these to school and the community.
- Everyone follows and adults model a Rights and Responsibilities charter which embeds moral and spiritual values, including respect, honesty, tolerance and forgiveness. Children are able to reflect on positive behaviour through our Rights and Responsibilities Charter (see Appendix D, page 4).
- Everyone is signed up to the belief that aspirations can be achieved through being happy and positive.
- Adults and children in school are positive role models.
- A well-ordered, calm, stable working environment enables children to feel encouraged to try - confident in the knowledge that mistakes are part of the learning process.
- Parents are key important learning partners who positively support their child's development working alongside staff as part of a cohesive community .

The History of Hartley Primary Academy



Hartley Primary School was founded in 1842, then situated at Hartley Green. As the need for increased provision grew over the years, the school was accommodated in new buildings. The building we occupy presently was officially opened on 19th June 1970.

In May 2013, after a great deal of research and consultation, Hartley Primary School converted to Academy status within the Leigh Academies Trust, and continues to grow and evolve.

The Buildings and Grounds

Our school has spacious classrooms and is accessible for wheelchair users. Each classroom has access to a large art bay and direct access to the school grounds, which are extensive and varied.

There are 2 playgrounds, each with a trim-trail, 2 large playing fields and 2 wooded areas containing numerous mature trees. The grounds provide excellent opportunities for Outdoor Learning as well as ample space for sports and play.

Security fencing around the school is further enhanced by an access control system. Any visitors requiring access to the school site outside drop off and collection times must report to our School Office.

We have a computer suite and the libraries within each classroom have been generously restocked. Our wireless link enables children to use additional facilities. Class sets of laptop computers and iPads encourage independent learning and research. Each classroom has an Interactive Whiteboard which enhances the learning process as well as enabling our learners to have access to the highest quality up to date Internet resources.

Organisation

Classes

In each year group we have 2 classes; we can admit up to 30 children in each class with 60 children in each year group.

Foundation Stage - Reception classes
Key Stage 1 - Year 1 and Year 2
Key Stage 2 - Year 3 through to Year 6

Class teachers are supported by a team of highly trained Teaching Assistants.

Governance of Hartley Primary Academy

As part of the Leigh Academies Trust the school is governed by the Trust Board which oversees matters across the many different providers within the Trust. The Longfield Board has particular responsibility for Hartley Primary Academy and Longfield Academy.

The names of the Leigh Academies Trust governors can be found on the Leigh Academies Trust website: <http://www.leighacademiestrust.org.uk/aboutus/governance>

Our representatives on the Longfield Board are listed in the appendices.

Teaching and Non-Teaching Staff

Details of our current structure and composition can also be found in the appendices.

The School Council

Each year group selects 2 representatives to attend the School Council. Children at Hartley Primary Academy have a voice which is heard and acted upon. The School Council meets regularly, children are consulted and their views are very important.

The Parent Teacher Association (PTA)

We have a very active PTA at Hartley which raises funds to support the school and organises events for both children and adults. Over the years the PTA has provided the school with a great deal of equipment as well as giving much needed support in numerous other ways. The PTA plays a key role in raising significant funds to provide additional educational resources, playground equipment, ICT hardware, Interactive Whiteboards, annual software subscriptions and so on. This year the PTA have purchased a large outdoor classroom which will be installed in the Spring. The PTA organise a number of social events throughout the school year for our children and their families including: summer and Christmas fairs, movie nights and school discos. *All* our parents are automatically part of our PTA.

Admission to Hartley Primary Academy

Your first point of contact with Hartley Primary Academy is the School Office, which is open between 8.30am and 4.00pm daily.

If you wish your child to start at Hartley, as a result of moving into the area and/or transferring from another school please place your child on the waiting list for future entrants by completing an In-Year Admission Form. Details of how to apply are available from our office staff. We are currently full in the majority of our year groups.

For new Reception children a KCC 'Reception Common Application Form' will need to be completed (this is an online process), expressing Hartley as your first preference. The office staff will be pleased to answer any questions you may have. Kent County Council's website on School Admissions can be found at:

<http://www.kent.gov.uk/education-and-children/schools/school-places/primary-school-places>

For our September 2018 intake our Open Mornings will be held on:

Tuesday 7th November 2017
Wednesday 15th November 2017
Thursday 23rd November 2017

On these mornings you will have the opportunity to have a look around the school and we will answer any questions you may have.

Pupils are admitted to school in accordance with the Hartley Primary Academy Admissions Policy (<http://hartleyprimaryacademy.org.uk/about-us/policies/>). All forms should be completed and returned to the school by the deadline indicated on the form.

Allocation of Places, School Admission Policy and Planned Admission Limit

Places will be allocated according to the published criteria in priority order:

- Children in Local Authority Care.
- Current family association (an elder brother or sister in the school at the time of entry).
- Health reasons – for child or parent (for which a medical certificate may be needed).
- Nearness of children's homes to school.

Hartley Primary Academy has a Planned Admission Limit of 60 children per year group.

Parents do not legally have to send their children to school until the term in which they are 5 years old. However, we find in practice, that due to our effective transition procedures, children younger than 5 cope well in their first year with our wonderful staff who have particular skills with our youngest children.

Older children or siblings are admitted to the school only if we have a vacancy in their year group.

Parents are advised that there is no guarantee that pre-school children will be placed in the same Reception class as their friends. We have a number of criteria which are taken into account when allocating children to their new classes; friendships are not part of our defined criteria.

Starting School

Reception Class

The induction programme for all Reception children and their parents takes place in the Summer Term prior to starting school in the following September. Children will have the opportunity to visit the school to meet their teachers and mix with those children who will be in their class. Parents will be given more information about what we provide for our children by way of information packs sent to your home address.

We hold a 'New Reception Parents Evening' in June and all parents of children who have been offered a place and accepted, will be invited. We choose an evening meeting to ensure the majority of parents are able to attend. At this event you will have the opportunity to ask questions and meet many of the people who will be responsible for various aspects of your child's education and development, as well as finding out about our catering services and Breakfast Club provision.

In addition, Home Visits will be scheduled early in September, where your child's class teacher and teaching assistant will discuss with you any specific needs your child may have.

It is really important, particularly to the children's confidence, if, by the time they start school, they are able to:

- Go to the toilet without assistance;
- Use a knife, fork and spoon and have basic table manners;
- Dress and undress themselves;
- Understand and obey simple instructions;
- Show respect for all adults in school;
- Recognise their name in its written form.

Reception is a crucial year where many assessments are carried out in order that teachers can ensure the most appropriate programme of learning for each child. Additionally, it is a year where social interaction and relationships are observed closely. We ask that parents also show respect for the all of adults in school who have a wealth of experience and expertise.

It may be that towards the end of your child's Reception year we revisit the structure of the classes and make changes before the beginning of Year 1 in order to ensure an even spread of ability in both classes as well as positive social and working relationships.

Transferring from Another School

It is important that your child has a successful start in their new school. Your child might find a 'taster day' with the class is helpful and enables them to start thinking positively about a change in school and forming new friendships. Individual meetings with parents and school staff can be arranged prior to your child starting with us if necessary.

What to Bring With You on Your First Day

On the first day at school it will be useful for you to bring your child, wearing school uniform into school with:

- A Book Bag (Hartley Primary Academy book bags can be purchased via Brigade);
- A P.E. Kit*;
- A lunchbox (if they are having packed lunches) with their favourite lunch items, so that there is nothing new for your child to cope with at lunchtimes. Hartley Primary Academy has achieved 'Healthy School' status and there is an expectation that packed lunches contain healthy ingredients. **Sweets and chocolate bars are not allowed.**
- We only allow **water** in class-based drinks bottles, no squash or sweetened drinks;
- Reception classes have a slightly later start on the children's first day - teachers will ensure you are aware of arrangements.

*Please see the School Uniform list on Page 17. Reception children need only an indoor PE kit.

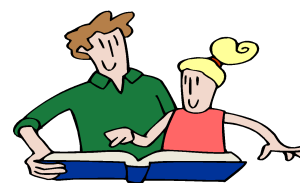
Under the government's current Universal Free School Meals scheme all Key Stage 1 children (Reception, Years 1 and 2) are entitled to a free school lunch. Children will be automatically registered unless you inform us that you would prefer your child to bring in a packed lunch every day.

If you are in receipt of state benefits and think you may be entitled to Free School Meals please contact the School Office. We can assist you with your application and liaise with Kent County Council on your behalf. **It is important parents apply for this despite the Universal Free School Meals scheme because extra funds can be secured to support your child.**

Please note we do not allow children to bring toys into school to play with as they may get lost, damaged or broken.

Helping Your Child in their Learning

Reading



Parents help their children enormously by encouraging a positive attitude to school and by supporting their children's enthusiasm and desire to learn. Listed below are a few examples suggesting how you can work in partnership with the school to support your child's learning.

Sharing Books

Try To...

- Choose a time when you are relaxed and able to give your undivided attention.

- When reading a new book together, while your child is still in the initial stages of learning to read, it is helpful if the adult reads it aloud to their child before the child attempts to read it.
- Praise what your child can do – build confidence at every opportunity.
- Make it enjoyable for both of you – enjoy the book, it is not just about getting the word right.
- Keep each session short and stop as soon as your child seems bored/tired.
- Help your child if they are struggling with a word.
- Encourage your child to concentrate on the meaning of what he/she is reading and to make a sensible guess at an unknown word.
- Be patient – stay at the right pace for your child.
- Remember – there are many sources of reading other than books brought home from school, for example, magazines, instruction manuals and children's newspapers. Please make use of your local library!
- Remember it is just as important to read every day to your child as it is to hear them read. Children access good literature through hearing it read either by an adult or able reader or by listening to audio books. Reading should be a positive and nurturing experience and is a perfect activity as part of a bedtime routine.

Try Not To...

- Get anxious about your child's reading. It is more important that the children enjoy books – this will help them to become enthusiastic readers.
- Criticise your child's reading or urge them to try harder.
- Spoil a story by making it a word recognition contest. Try looking at the picture and pointing to visual clues that may help a child realise what a word says.
- Insist that every word is correct – getting the meaning is far more important e.g. reading home for house, car for coach.
- Make comparisons with other children's progress or encourage children to be competitive about reading.
- Worry if your child re-reads books or chooses easy ones; this builds confidence and provides security.
- Sound out every word - our English language means that some words can only be learned by sight.

PLEASE DO NOT purchase the school reading scheme books to read at home. These books serve a purpose in structuring the acquisition of skills, but far more effective in creating a love for reading are 'real' books that you choose with your child in the library or in a bookshop and share together. Your child's teacher will be happy to suggest some appropriate reading books should you wish to consult them.

CHILDREN SHOULD BE ENCOURAGED BY THEIR PARENTS TO READ EVERY DAY – UNTIL YEAR 6 AND BEYOND!

Communication and Information

Information from School to Home

There are a number of opportunities for meeting and reporting:

- An informal 'pop-in' session each Monday after school - please arrange an appointment via the School Office.
- 'Meet the Teacher' held in the Autumn Term with a Consultation Evening scheduled for later in the term.
- Consultation Evening in the Spring Term.
- Formal written reports are issued in the latter half of the Summer Term, with the opportunity to discuss any issues that may arise.
- Teachers collect and return pupils to the playground at the beginning and the end of the day and this can also be a time when brief information can be exchanged.

If a teacher has concerns they will contact parents on an individual basis and arrange a meeting (please ensure all your contact details are kept up to date and any changes are lodged with the School Office).

In addition to the above, school newsletters are sent out regularly and are distributed either via email (if you have chosen this option) or given to your child to bring home as paper copies. Email is our preferred method for distributing information to our parents and our website is also kept regularly updated. Letters for trips and events which require your consent will be sent home as hard copies. Other meetings which take place in school during the year will be advertised via our school noticeboards, via our website and through emails.

Information from Home to School

Parents can communicate to class teachers during drop off and collection times. Our new application 'Tapestry' can also be used as a medium for updating Reception teachers on home learning. Further up the school parents can communicate via comments and signatures in homework diaries and/or reading diaries. All parents will be asked to complete online questionnaires which are issued each term and the results are published on our website.

General Queries or Concerns

We consider the partnership between school and home to be crucial to your child's well-being and academic success. If you or your child has any worries, no matter how small or trivial they may seem, please let us know. If the teacher is not immediately available we will ensure they receive a message from you and if an appointment cannot be arranged we will try to at least telephone you on the same day. Parents are encouraged to discuss queries or concerns as soon as they arise with the class teacher. A few words can usually sort out any worries and sooner rather than later!

The School Day



Teaching Time

Teaching time excluding collective worship, play times, lunch breaks and registration is as follows:

Key Stage 1 (Infants) 22.05 hours a week.

Key Stage 2 (Juniors) 24.10 hours a week.

Timetable for Foundation Stage (Reception)

08:45 – 09:00	Registration
09:00 - 12:00	Morning Session
12:00 – 13:00	LUNCH
13:00 – 15:15	Afternoon Session

Timetable for Key Stage 1 (Years 1 & 2)

	Registration
08:45 – 09:00	
09:05 – 09:25	Assembly
09:25 – 10:30	1 st Session
10:30 – 10:45	BREAK
10:45 – 12:00	2 nd Session
12:00 – 13:00	LUNCH
13:00 – 14:10	1 st Afternoon Session
14:10 – 14:25	BREAK
14:25 – 15:15	Final Session
	(Years 1 and 2 finish at 15:20)

Timetable for Key Stage 2 (Years 3-6)

08:45 – 09:00	Registration
09:05 – 09:25	Assembly
09:25 – 10:45	1 st Session
10:45 – 11:00	BREAK
11:00 – 12:30	2 nd Session
12:30 – 13:30	LUNCH
13:30 – 15:30	3 rd Session

Juniors may be given an afternoon play on occasions, at the teacher's discretion.

Arrival at and Collection from School

Arrival

Parents and children wait outside in the following places:

Year 1, outside the Year 1 classrooms;
Year 2, on the lower playground;
Years 3 to 6 on the top playground.

Reception children wait outside their classrooms. At 8.45am children should be waiting lined up in their classes and their teachers will come out to the playground to greet and escort the children into school. (From the start of Term 2, Years 3 to 6 will walk straight into school at 8.45am so that they can get straight on with their learning.) Children who arrive in class (not the playground) later than 9.00am must be signed in by an adult at the School Office and are marked as 'late' in the register.

It is very disruptive to the individual child and to the class when children frequently arrive late. Between 8.45am and 9.00am pupils will be completing 'early work'. Children who regularly do not arrive at school until almost or after 9.00am are missing out on a very useful learning session. To get the best out of every day children should be on the playground and ready to go into school by 8.45.

Collection

Teachers will escort children from the classroom to the playground where they will stay with the children until they are collected by their designated adult. It is essential that parents let us know if there is a change in arrangements before **3.00pm** so we are able to get messages to the relevant class teacher. Please could we ask that parents/grandparents wait behind the lines painted on the playground to ensure teachers can safely deliver the children to the adult collecting them.

Late Collection from School

Occasionally parents are unavoidably delayed. If this happens, please telephone the school and we will arrange for your child to wait at the office until you arrive. ***Children who are not collected from the playground must be signed out by an adult.***

Please refer to Appendix C on page 36 for the school's protocol on collection of children at the end of the school day.

Supervision on the Playgrounds at the Beginning and End of the Day

Children of any age (including pre-school) must not ride scooters or bikes on the playground. Ball games and games of chase are not allowed. If you are using the Woodland Path children must stay with parents and not run through the woods. The woods and the playing fields are out-of-bounds at the end of the day; these are learning areas where children have often created constructions ready to revisit the next day and these must not be disturbed or damaged.

Break Times

You will see that play times and lunchtimes are 'staggered' so that our youngest children do not share a playground with the Junior children. Years R, 1 and 2 have playtime together on the lower playground, followed by Junior playtime, when Years 3 and 4 play together on the lower playground and Years 5 and 6 on the upper playground. We also make arrangements for our older children to support those lower down the school by appointing 'Playground Buddies'.

Fruit will be provided for children in KS1 as part of the healthy school initiative. Children in Reception under the age of 5 years receive free milk. Parents of children over 5 years and throughout the rest of the school may purchase milk at a small charge: please ask the School Office for an application form. Junior children do not benefit from the free fruit scheme but we encourage our children to bring **a piece of fruit only** to eat at playtime. Biscuits, crisps etc. are not permitted under our Healthy School policy.

Squirrel Breakfast Club

We have an excellent Breakfast Club which runs from 7.30 to 8.45am each day (the cost is £3.00 per session - please note, we stop serving food at 8.20am). Children have a nutritious start to the day with the opportunity to choose from a variety of fun activities with their friends. Please ask at the School Office for more details if you are interested in enrolling your child. Unfortunately, the club cannot accept childcare vouchers at the current time.

School Uniform

We are proud of our school uniform. It is designed to be simple and practical and solves the daily problem of what to wear – it is not a fashion statement! More importantly it gives a sense of belonging and pride.

Girls' Uniform:

Grey skirt or pinafore dress. (Grey or black trousers are permitted but must be smart and not fashion trousers or culottes).

White shirt/polo shirt – which must be worn tucked in.

Red sweatshirt or cardigan.

White socks.

Black shoes – not trainers.

Shoes must be 'closed' in winter, i.e. not peep-toes or sling backs. Low-heeled sandals are permitted in summer (no high-heels).

Summer dress, red check.

Red, grey or black tights or white socks.

Boys' Uniform:

Grey or black trousers (grey tailored shorts in summer).

White shirt/white polo shirt – which must be worn tucked in.

Red sweatshirt.

Grey/black socks.

Black shoes – conventional school shoes, not trainers.

P.E. and Games Uniform:

All children are expected to change for P.E., which is a compulsory subject and your child will need:

Indoor Kit*

Plimsolls – preferably elasticated sides for younger children.

Black shorts.

P.E. T-shirt in House colours: Leopards – Green, Lions – Red, Pumas – Blue, Tigers – Yellow

* Foundation Stage need only an indoor PE kit.

Outdoor Kit

A dark tracksuit.

Suitable sports trainers. (For **Infant children, plimsolls are more practical** and these should be fastened with Velcro.)

P.E. kits should be kept in a named bag, which should be in school every day. All kit should be named.

Jewellery such as watches and stud earrings must be removed and hair must be tied back.

Trainers are not allowed except for P.E.

Outdoor Learning

Our Foundation Stage pupils take part in Forest Schools (we will advise you of dates and further details of Forest Schools when your child starts with us). Our children in Years 1 to 6 will take part in Outdoor Learning lessons throughout the school year. Please can we ask that waterproof clothing and wellington boots are kept in school for all children especially during the winter months.

Uniform, including school sweatshirts/polo shirts and P.E. shirts bearing the school logo can be purchased online via Brigade: www.brigadeuniformdirect.uk.com. Non-branded uniform is acceptable and is available from major retail outlets.

Our School Uniform Policy can be found on our website:
<http://hartleyprimaryacademy.org.uk/about-us/policies/>

Personal Property

PLEASE MAKE SURE ALL SCHOOL UNIFORM IS NAMED. If it is NOT named it is very difficult to reunite children with lost property! The academy accepts no liability for personal property with regard to loss. Lost Property is collected in black bins, which are located in the Link Corridor.

Jewellery

Children should not be wearing jewellery in school. If children are wearing a watch it remains the child's responsibility throughout the day. Small 'stud' earrings are acceptable for children who have newly-pierced ears. Jewellery must be removed or earrings covered with micropore tape (each child must bring their own supply) for P.E. We have no means of storing items securely, therefore we strongly recommend that jewellery is left at home on P.E. days. We are not allowed to remove or assist with replacing stud earrings.

Nail Varnish, Hair Gel, Hair Colours and other Fashion Accessories

We understand that young people enjoy dressing up, trying out different 'looks' and new effects but this is not appropriate in school. We ask that nail varnish, temporary tattoos, make-up, coloured hair and extreme hairstyles are reserved for weekends and holidays. Hairbands should not be embellished with bows, glitter, flowers or other decorations.

Mobile Phones and other Electronic Devices

Mobile phones are not allowed in school. If mobiles or other electronic items are brought in without our knowledge we cannot accept responsibility for loss or damage. There is no secure storage.

School Bags

Hartley Book bags are recommended for all children to carry their books and letters to and from school. Some children bring an additional bag and this should be an appropriately sized, small school bag. Handbags and designer bags are **not permitted** as they are not appropriate for school and cannot be hung on the school pegs in the small cloakrooms.

The School Curriculum & the National Curriculum



Building on the Early Learning Goals

From September 2000, the term 'Foundation Stage' has been used to describe the phase of education from a child's third birthday to the end of the Reception year. The early learning goals set out what most children are expected to achieve by the end of the Foundation Stage.

There are 7 areas of learning and development; all areas of learning and development are important and inter-connected.

The areas particularly crucial are igniting children's curiosity and enthusiasm for learning, building their capacity to learn and enabling them to form relationships and thrive. These 3 areas, the *prime* areas are: communication and language, physical development and personal, social and emotional development. We also support children in 4 *specific* areas, through which the 3 prime areas are strengthened and applied. The specific areas are: literacy; mathematics; understanding the world; and expressive arts and design.

By the end of the Foundation Stage most children will have had at least 5 terms of full-time education in a Reception class in addition to their nursery and/or pre-school experience.

Moving into Key Stage 1 & 2 – the achievement of children beyond the early learning goals can be described using the level descriptions of the National Curriculum.

The National Curriculum, newly re-designed, applies to pupils of compulsory school age. It is organised on the basis of Key Stages: Key Stage 1 applies to children aged 5-7 years (Year Group 1-2); Key Stage 2 applies to children aged 7-11 years (Year Group 3-6); Key Stages 3 and 4 apply to children in secondary education.

As an Academy we have chosen to follow the nationally agreed Curriculum 2014 in the core subjects Mathematics, English, Science and Religious Education. We offer a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. We also prepare pupils at school for the opportunities, responsibilities and experiences of later life.

The following Foundation Subjects Art & Design, Computing, Music, P.E., History, Geography, Foreign Languages and Design Technology are taught using cross-curricular links where possible.

At the end of Foundation Stage children are assessed as either 'emerging', 'expected' or 'exceeding' in each area of learning.

How We Organise Learning

All classes follow the National Curriculum but the method and means of delivery will depend upon the age of the children and their needs.

The children will be taught as a class, in groups or on occasions, individually. The approach will be determined by the work to be covered, the specific requirements of the subjects and the children's needs.

We are fortunate to have highly skilled and talented Teaching Assistants who work alongside the teacher or with defined groups or individuals to help the teachers in each year group. In the Reception and Early Years classes their work is of general support to the whole class, particularly on entry to school.

Note:

The Government believes that 2 hours of physical activity a week, made up from the National Curriculum for physical education and extra-curricular activities, should be an aspiration for all schools. This applies throughout all key stages.

Learning is often achieved through topics (known at Hartley Primary Academy as 'Learning Journeys'). Information about what children will learn will be provided by the class teacher and is also available on the website. Homework might be linked to the topic.

Computing

We recognise the importance of Information Technology and have worked hard to develop the resources in our own school. All classes have their own computers and access to the Internet. In addition to the Computer Suite which enables us to teach ICT skills to whole classes, we have laptop banks and iPads. Our website is updated on a regular basis www.hartleyprimaryacademy.org.uk. Pupils begin to gather information from a variety of sources and enter and store information in a variety of ways.

The National Curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply Information Technology, including new or unfamiliar technologies, analytically to solve problems.
- Can understand programming and coding.

The school has a policy for responsible Internet use. Children are not allowed to access the Internet unsupervised and we use an approved, filtered Internet provider. Using the internet safely is a key element of our programmes of study.

PSHE – Personal, Social and Health Education and Citizenship

In all aspects of school life, we aim to promote the personal and social development of children. We aim to develop an understanding of how to look after themselves, basic life skills, and interpersonal skills and to encourage them to lead confident, healthy, independent lives. Visitors from the world of work, are invited into assemblies to share experiences to broaden the children's understanding of future opportunities. Responsible citizenship in terms of respect for others, appreciation of diversity and differences will be firmly embedded in all our teaching. This might be taught in Circle Time, through assemblies and small group activities.

Religious Education

Assemblies follow a different pattern each day and can include religious content relating to different faiths and beliefs. The aim of assemblies is to inspire the children through stories, visitors presentations and shared experiences encouraging reflection, celebration and the building of self worth.

On Fridays we hold a joint assembly to celebrate children's achievements. Visitors from the world of work, are invited into assemblies to share experiences broaden the children's understanding of future opportunities. In class we follow the Kent Agreed Syllabus for Religious Education. This syllabus develops knowledge of Christianity and of other religions supporting the aim of the school in developing children's understanding, tolerance and respect of others. To enrich the children's experience of other faiths and religions we are often visited by Reverend Fletcher and aim to include other visitors associated with the different religious backgrounds represented by the families and staff in our school community.

Swimming

It is a mandatory requirement of the National Curriculum that children are given the opportunity to learn to swim at least 25 metres. Swimming will be offered during a term in the Juniors. Parents are asked to contribute to the cost of transport and tuition. No child will be prevented from going swimming for financial reasons and no child can be excused without medical evidence.

Homework and Home Learning Activities

We believe that homework should be used to reinforce children's schoolwork. However, there must be time for children to pursue their own interests and clubs outside school.

We aim:

- To encourage children to extend their work.
- To reinforce work done at school.
- To enable parents to share in the life of the school.
- To encourage a sense of pride and achievement.

Home Learning is set for all children and Homework Diaries or Homework Books are used in the Juniors to inform parents and as a point of contact. We ask you to read and sign these at least weekly. Home Learning is set appropriately for each year group.

If you find there are problems with Home Learning do not hesitate to contact the class teacher and discuss the difficulty.

Involving Parents in Our Learning

We welcome suggestions from parents as to how we can support them in supporting their children. From time to time we run workshops to support parents in helping their children at home.

Assessment

The most valuable assessment of pupils' work is that done by their teacher, in consultation with the child which involves questioning and observing. Pupils are encouraged to evaluate their own work and are fully involved in the assessment process, helping to set targets for future attainment. This enables pupils to understand how to improve their performance. In addition to this important process, pupils are given tests in the various subjects to monitor their progress.

The most current data available for assessment levels can be found on our website.

Please visit <http://hartleyprimaryacademy.org.uk/parents/end-of-key-stage-results>

At the end of Foundation, children's attainment in relation to the 17 early goals (ELG) descriptors are assessed as well as a short narrative describing the child's characteristics of effective learning.

National Curriculum Assessment of children's attainment takes place in the Summer term for Years 1, 2 and 6.

Year 1 children take a Phonics test to see whether they have achieved the national expected level in phonics.

At the end of Year 2, children take a National SATs test for reading and maths and are teacher assessed for writing and science. Those children who did not achieve the threshold in phonics in Year 1 will also be retested in phonics.

Year 6 take National Curriculum SATs test for reading, maths and English grammar, punctuation and spelling and are teacher assessed for writing and science.

Extra-Curricular Activities

The school offers a range of extra-curricular activities.

These include visits to:

- Museums
- Theatres
- Field study centres
- Activity Centres (Residential – UK based)

Visitors to school:

- Theatre groups
- Charity representatives
- Authors and Storytellers
- Community visitors
- Musicians
- People from the world of work

Clubs (which vary during the year):

- Football
- Netball
- Science
- Rounders
- Recorder
- Art and Craft
- Fitness
- Outdoor Learning
- Tap Dancing
- Mindfulness/Colouring
- Story Club
- ICT
- Gymnastics
- Singing
- Gardening
- Board Games

Children regularly participate in inter-school Matches and tournaments managed through our affiliation with Take Pride.

Transfer to Secondary Education

At the age of 11 all children transfer to secondary school. A Parent Consultation Evening will be held at the end of Year 5 and individual parent consultations at the beginning of Year 6 to provide information about the transfer to the next school. The Local Authority provides information regarding the secondary schools available in the area.

The receiving schools have good induction procedures, where visits are made to the primary school to talk to the pupils transferring. Future and potential pupils have an opportunity to make day and evening visits.

Well-being

Equality and Accessibility

The staff at Hartley Primary Academy are committed to providing the full range of opportunities for all pupils regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have equal access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice and stereotyping.

- **The Leigh Academies Trust of which we are part, is required to report any incidents of racism and bullying to the appropriate authority.**
- **The entire community has the right to protection from insult, abuse and bullying of any kind.**
- **Parents who are rude or aggressive towards staff will be asked to leave the school premises and may be banned from further attendance at school.**

Arrangements for Pupils with Physical or Sensory Impairment

Prospective parents are asked to discuss with Foundation Stage teachers, Key Stage 1 Leader and the SENCO the details of the impairment so that if the school is able to offer a suitable placement or any adjustments to the physical environment or minor adaptations may be made.

We would wish a child once they are offered a place to be able to access the curriculum fully and take a complete part in the life of the school.

Behaviour

At Hartley Primary Academy we believe that good manners are vital and good behaviour is essential for effective learning.

It is also crucial that children listen to and respond positively to the directions of adults in school .

The Behaviour Policy is published on the school website:

<http://hartleyprimaryacademy.org.uk/about-us/policies>

We praise and celebrate good behaviour and positive attitudes with house points, certificates and trophies. Children are encouraged to make 'wise choices' and to consider the consequences of their actions on others. Children are encouraged to reflect on the Rights and Responsibilities Charter when making the right choices around behaviour.

Sanctions for poor behaviour include:

- Lesson by lesson reporting.
- Sent to Head of Key Stage, Vice Principal or Principal.
- Time spent in the 'Reflection Room'.

- Loss of privilege and on occasions, the loss of some or part of a playtime.
- Persistent poor standards of behaviour are discussed with parents.

The school has an Anti-Bullying Policy and operates a zero-tolerance approach to bullying. Children are encouraged to report incidents of bullying immediately. Verbal abuse, name calling or racial insults are considered equally as serious as physical bullying. Incidents of bullying are acted upon promptly and bullies are dealt with. Serious incidents of bullying or racial incidents are reported to the Trust and to the appropriate body.

Breakages

The Governors will ask parents to pay for the cost of replacing school property where damage or loss is the result of a pupil's poor behaviour.

General Rules

The following rules are designed to ensure the safety and well being of children and we ask for parents' support in their observation:

1. Children should walk in a quiet and orderly manner throughout the school buildings.
2. Sensible play activities are reinforced.
3. School and personal property should be cared for and respected.
4. Politeness and consideration for all adults and other pupils is essential at all times.
5. Children will only be allowed to leave the school premises accompanied by their parents or an appointed adult and must be signed out by said person.
6. Children must be suitably clothed in P.E. lessons.
7. Jewellery (except watches) is not allowed in school. If worn and lost or damaged, the Trust and school do not accept responsibility.
8. The Trust and Hartley Primary Academy do not accept responsibility for the loss of mobile phones.
9. Hartley is essentially a centre for education and any poor or disruptive behaviour which threatens the well being and safety of children or staff is considered a serious matter. If an improvement cannot be realised, it may be deemed necessary to follow exclusion procedures, possibly culminating in a transfer to another school. This, fortunately, is extremely rare.

Medication

If your child is on a course of medication you must make arrangements to have an adult come into school to administer the medicine. We are not allowed to administer medicine unless there is an agreed Health Plan which has been drawn up in conjunction with the School Nurse. Health Plans are usually for children with ongoing medical conditions such as asthma, epilepsy, severe allergies etc.

Please refer to our website for a comprehensive overview of our Medical Policy and its associated appendices:

<http://hartleyprimaryacademy.org.uk/about-us/policies>

Additional Educational Needs

We regard all children as having individual needs but we identify under the new Code of Practice those children who need specific support.

Children identified will be initially supported within their classroom and their needs addressed by the class teacher with advice from the Special Needs Coordinator (SENCO).

Some children may be identified as requiring additional support and advice from external agencies, for example for speech therapy, medical health, or behavioural support. An individual education plan may be required for your child. This is written and shared with the parent or carer.

As parents you will also be informed if your child is on the special needs register. A copy of the full special needs policy is available for reference in the school and on the SEN pages of our website.

Children with particular Gifts and Talents are recognised and programmes are targeted in order to challenge and stimulate extended learning.

Specialist Teacher/External Agency Referral

Occasionally children are referred to the Trust Liaison Consultation Group or KCC's Local Inclusion Forum Team where we can seek expert advice if they are experiencing difficulties which need specific evaluation and intervention. We will always consult with you if we deem it necessary to involve these agencies.

Pupil Welfare

Every effort is made by all members of staff to assist children with any kind of difficulty they may have.

Please talk to your child's teacher and contact the School Office for an appointment for any areas which need in-depth discussion.

If there is an emergency the Principal will make every effort to see you immediately. We have staff fully trained in Paediatric First Aid and all teachers are regularly trained to be 'First Aid Aware'.

Attendance and Absence

Attendance at school is a parent's legal responsibility and is essential if children are to make progress - 100% attendance should be every parent's target for their child.

Regular attendance is vital if your child is going to progress both academically and socially.

If your child is absent from school for any reason, it is essential you let us know the reason by telephone by **9.00am** on the first day of absence. Please report your child's absence on the first day by ringing 01474 702742 and selecting the correct line, and then on **each day** of any subsequent absence unless discussion has taken place about your child's specific illness or condition. Please bring in confirmation of any appointment so office staff can photocopy the details. This will assist us in deciding how to record the absence; whether it is authorised or unauthorised.

The school reviews absence regularly and will contact parents where attendance falls below 90%. The Department of Education has made the decision that if a child's attendance drops below 90% they will be considered a 'persistent absentee'.

Some parents may not be aware that 90% attendance equates to 1 day off per fortnight - 80% attendance equates to missing 1 school day **each week**.

If you wish your child to leave school during the day for an appointment, please ensure that we are informed in advance.

School holiday dates are published regularly. Absence for holiday leave will not be granted outside of these dates. Unauthorised absences will be subject to Penalty Notices.

Lunch Time Arrangements

We are fortunate to have our own kitchen and catering arrangements which are managed by Olive Dining. The midday meal consists of 2 courses – hot or cold lunch followed by choice of pudding including fruit. Vegetarians can be catered for.

Dinner money should be paid on Monday mornings for the week ahead or can be paid at the beginning of each half term or for a full term. The present price of a meal is £2.25 per day. It is helpful if the correct money (or a cheque made payable to 'Olive Dining' with the child's name on the back) is put in a named envelope. Olive Dining ask for a termly commitment to school dinners if at all possible.

Under the government's current Universal Free School Meals scheme all Key Stage 1 children (Reception, Years 1 and 2) are entitled to a free school lunch. Children will be automatically registered unless you inform us that you would prefer your child to bring in a packed lunch every day.

Packed Lunch

If a child wishes to change from school meals to a packed lunch or vice versa, at least 1 week's notice should be given. Unfortunately, we cannot accommodate your child swapping between school dinners and packed lunches for odd days in the week.

If your child is allergic to any particular food, please inform us. Children may bring their lunch and drink in a named plastic container. As a Healthy School, we ask that only milk, fruit juice or water is provided in school and please, no fizzy drinks. **Packed lunches must not contain sweets, nuts or chocolate bars**, although a biscuit is allowed. We are governed by the Healthy School guidelines for food in school.

Free School Meals

You may be entitled to qualify for free meals if you are on income support. Please ask the School Office for a form. All enquiries will be treated in confidence. We can assist you with your application and liaise with Kent County Council on your behalf. The school receives significant funding for children on free school meals – enabling the school to specifically focus on the teaching and learning of these children.

Midday Supervisors

Our Lunchtime Supervisors do an excellent job, monitoring reluctant eaters, reinforcing good manners and ensuring and leading safe play. Their role is very complex and we are lucky to have such a committed team.

Water in School

We encourage children to **bring water in a named plastic drinks bottle** from home, daily. These can be kept in the classroom and the children have ready access to them. Water is the only drink we are permitted to allow in school, except in packed lunches, where fruit juices are allowed. Additionally, we have cold water dispensers.

Charities

We support a number of charities. In recent years we have supported the Ellenor Foundation, Darent Valley Lions, Porchlight, Children In Need, the Kent Air Ambulance, Trussell Trust Food Bank, Macmillan Cancer Support, Link to Hope and The Royal Brompton Hospital (and charities the children wish to support) have all been a focus for fund raising. The School Council is consulted with regard to charitable fundraising.

Severe Weather Conditions

If severe weather conditions indicate that staff and children may have difficulty getting into school, we shall notify the local radio. In the event the weather deteriorates during the school day, we will contact parents via email, our website and/or by phone. The Principal, Vice Principal or other authorised person will remain at school until all children have been safely collected. Information can be obtained from our website www.hartleyprimaryacademy.org.uk or we advise parents to listen to Radio Kent- 96.7 and 104.2 FM or Invicta Radio-102.8 and 103.1 FM.

It should be noted that the school vary rarely closes due to poor weather.

Charging Policy

The Leigh Academies Trust has the responsibility for deciding what the school's charging policy shall be. Set out below, an overview for Hartley Primary Academy. The objectives are as follows:

- To maintain the right to free school education.
- To establish that activities offered wholly or mainly during normal teaching time should be available to all pupils regardless of their parents' ability or willingness to help meet the cost.
- To emphasise that there is no statutory requirement to charge for any form of education or related activity, but to give schools the discretion to charge for optional activities provided wholly or mainly out of school hours.
- To confirm the right of community schools to invite voluntary contributions for the benefit of the school, or in support of any activity organised by the school whether during or outside school hours.

A full copy of the policy can be found at:

<http://hartleyprimaryacademy.org.uk/about-us/policies>

The School's Complaints Procedure

We consider it important to know if things are going wrong and equally we like to know when we have achieved, so please remember to tell us when new policies are working because this helps us in evaluation.

The Hartley Primary Academy Complaints Policy is published on our website and is available via the School Office.

<http://hartleyprimaryacademy.org.uk/about-us/policies>

Principal's Note to Parents

And finally - how you can continue to help your child:

- Read regularly to your child and encourage a love of books. Continuing to read **daily** with your child throughout their school career. This is the most fundamental and effective way of supporting their learning.
- Sleep - make sure your child goes to bed at a reasonable time.
- Support homework but allow your child to work through problems with gentle encouragement and do not spend too much time completing tasks, balance is essential.
- Attendance - odd days off and lateness do affect children's progress academically and socially.
- Support us in our code of behaviour.
- Respect the professionalism, integrity, knowledge, experience and expertise of the teachers and teaching assistants working with your child.
- Help in school with reading, outings, sports, DT, artwork, swimming, needlework and cookery and share any skills you have to inspire the children and have fun with them.
- Become an active member of our PTA.
- Attend not only parents' evenings but also meetings to discuss the curriculum.
- Become an active, engaged and positive member of the community we are all a part of .

This is the most valuable partnership, thank you for taking time to read this Prospectus.



Mrs S Goosani
Principal, Hartley Primary Academy



**Appendix A
School Staff****Teaching Staff**

Mrs S Goosani – Principal
Mrs J Lambourne – Vice Principal
Mrs V Adams - Assistant Principal

Miss N Galinis, Mrs S Bainbridge/Mrs E Green – Reception
Mrs A Creed/Mrs L McGilvray, Miss N Gould – Year 1
Miss L Lawford, Miss S Monk – Year 2
Miss K Balrow, Miss F Grundy – Year 3
Mr S Higgs, Miss R Tennant – Year 4
Mrs S Bransgrove, Mrs R Cashmore/Mrs E Taylor - Year 5
Mr B Dutton, Mrs L Fewell/Mrs S Smith – Year 6

Mrs V Adams – Special Needs Coordinator

Teaching Assistants

Mrs M Crawford, Mrs D Osmond, Mrs J Thomson – Reception
Mrs K Bruce, Miss E Burgess, Mrs J Burrell, Mrs P Chapman, Mrs L Collings, Mrs M Doe, Mrs J Drury, Miss K Foster, Miss J Hassett, Mrs L Hay, Mrs A Larson, Mrs T Masters, Mrs J Olley, Miss L Pilott, Mrs P Skinner (FLO), Mrs L Sullivan, Mrs N Wickens.

Higher Level Teaching Assistants

Mrs J Burrell, Mrs M Crawford, Miss J Hassett, Mrs A Larson

IT Technician

Mr P Goldsmith

Administration Team

Mrs G Orchard – Office Manager
Mrs K Gill - Finance Manager
Mrs L Cook – School Administrator - Finance/Trips/Welfare
Mrs A King – Attendance Officer/Breakfast Club/Pastoral Support

Site Manager

Mr P Goldsmith

Midday Supervisors

Senior Supervisor – Mrs M Walker

Mrs M Baker, Mrs M Balogova, Miss K Chaffey, Mrs D Cliffe, Mrs T Gogarty, Miss J Root,
Mrs P Seagers, Mrs P Skinner, Mrs J Thomas (Relief - Mrs E Powell, Mrs M Davies, Mrs L Grist)

The PTA Committee

Joint Chair – Mrs K Elcombe/Miss A Wadsworth

Joint Secretary – Mrs E Nicholls/Mrs J Smith

Treasurer – Mrs P Seagers

Publications - Mrs A-L Broome

Digital Services Manager – Miss C Roles

Raffle and Publicity - Mrs L Pease

The Squirrel Breakfast Club

Mrs T Gogarty – Breakfast Club Activities Manager

Mrs M Davies, Mrs L Grist, Mrs E Powell, Mrs K Rossiter, Mrs P Seagers, Mrs P Skinner, Mrs J
Root, Mrs J Thomas

Appendix B
Hartley Primary Academy Governors on the Longfield Board

Governors	Mr G Clewes
Parent Governors	Mrs J Gall, Mrs M Taylor
Teacher / Staff Representative	Mrs S Goosani (Principal) Mrs J Lambourne (Vice-Principal)

Our former governors, Mr G Clewes and Mrs J Gall are on the Longfield Board, the joint Governing Body for Longfield and Hartley Academies. The Chair of the Board is Mr Graham Clewes. The Deputy Chief Executive Officer of the Leigh Academies Trust is Mr Neil Willis.

Governors can be contacted c/o Hartley Primary Academy.

The governors on the Longfield Board are:

Mr G Clewes (Chair)
Mr J Carter
Mr L Croxton
Ms J Gall
Mrs S Goosani
Mrs L Harker (Vice-Chair)
Mr S Leahey
Mrs A O'Donnell
Mrs M Taylor
Professor M Went

In addition to the Longfield Board of Governors, we also have our own **Hartley Development Group**. This group meets to discuss matters pertaining only to Hartley Primary Academy. Matters discussed in this forum are summarised and then referred to the overarching Longfield Board. The members are:

Mrs J Gall (Chair)
Mrs S Goosani
Mr G Clewes
Mrs J Forsythe
Mrs J Lambourne
Mrs M Taylor

Appendix C: Protocol for Collecting Children from School at the End of the Day and Safeguarding Pupils Walking to and from School Alone

There are no laws around age or distance of walking to school. A family's guide to the law states:

"There is no law prohibiting children from being out on their own at any age. It is a matter of judgement for parents to decide when children can play out on their own, walk to the shops or school."

Parents are legally obliged to ensure their children get to school and attend regularly, but this in itself does not disallow independent travel. However, as a school, we are responsible for the welfare of our pupils and therefore have to consider what we believe is good practice in ensuring the safety of our pupils. We also have an obligation to alert relevant authorities should we believe a child's welfare is at risk.

In setting our protocol for collecting children we have taken advice from the:

- DfE that states:
 - It is for each school to decide, and enforce its own pupil collection policy and request that parent/carers formalise collection arrangements in writing.
 - The school is not responsible for a child's safety on his or her way home.
- NSPCC that states:
 - Children under eight can't judge the speed and distance of moving vehicles. They still need help when crossing roads.

All Pupils

- Permission and arrangements for children leaving the school at the end of the day will be confirmed in writing by the parent/carer.
- All children must be collected from After School Clubs by an adult unless written permission is given for the child to walk home.
- No adult other than those named will be allowed to leave the school with a child. In the event that someone else should arrive without prior knowledge, the school will telephone the parent/carer immediately and await their advice.
- If a child is to be collected before the end of the school day, the school is to be notified on the same morning. On arrival to school to collect the child the parent/carer will report to the School Office. The child will then be brought, by staff, to the reception to be taken home by the parent/carer.
- If the person who normally picks a child up is not doing so then a note should be sent to school to inform us who is to pick up that day.
- Should arrangements change during the day the school should be contacted by telephone.
- If the parent/carer or alternative nominated adult is going to be late to collect their child, they should let the school know as soon as possible. We will keep children in school until their arrival.

Pupils in Foundation Stage or Key Stage 1 (Years 1 & 2)

All children in EYFS (Early Years Foundation Stage) and Key Stage 1 should be picked up from the school site by a known adult or siblings provided they are 16 years old or above.

Pupils in Key Stage 2 (Years 3, 4, 5 & 6)

There is no set age when children are ready to walk to school or home on their own. It very much depends on their maturity and confidence. Knowing that children under the age of eight can't judge the speed or distance of moving vehicles we expect Year 3-5 children to be brought to and collected from school.

Walking Home Alone

We advise parents to think about whether your child is ready to walk to and from school and assess any risks associated with the route and your child's confidence.

In deciding whether your child is ready to walk to school you should assess any risks associated with the route and your child's confidence. Work with your children to build up their independence while walking to school through route finding, road safety skills and general awareness.

There are lots of ways you can prepare your child to make an independent journey. Children who are driven to school do not have the opportunity to develop road awareness and are therefore more vulnerable when they start to walk to school independently. Walking to school is a great opportunity to learn road safety skills. The best way to do this is to walk with your children from a young age, teaching them about crossing the road, learning how to navigate and a host of other skills. This helps them gain the experience and self-assurance to deal with traffic and way finding on their own, in preparation for walking with friends or alone when they are older.

Teach your child to:

- Pay attention to traffic at all times when crossing the street; never become distracted.
- Always cross at the intersection where there are traffic lights; do not cross in the middle of the road. Alternatively, cross in a place where you can see clearly in all directions. Avoid parked cars or bends in the road.
- Look both ways before crossing; listen for traffic coming and cross while keeping an eye on traffic.
- Look out for cyclists.
- Remember that drivers may not see a child, even if the child can see the driver.
- Remember that it is hard to judge the speed of a car so be cautious.
- Never, ever, follow someone who is either a stranger or someone they know but is not a designated "safe" adult. (A safe adult is someone who has been previously agreed upon by you and your child to be safe, such as a grandparent or trusted neighbour.) If that person tries to convince the child to go with him or tries to physically get close, then scream, "Help! This is not my dad!" or "Help! This is not my mum!" and run away. If they grab them, tell your child to kick, punch, and hit as hard as they can.

When deciding whether your child is ready for this responsibility you might want to consider the following:

- Do you trust them to walk straight home?
- Do you trust them to behave sensibly when with a friend?
- Are they road safety aware?
- Would they know what to do if a stranger approaches them?
- Would they have the confidence to refuse to do what a stranger asked?
- Would they know the best action to take if a stranger tried to make them do something they didn't want to do (scream, shout, kick or fight)?
- Would they know what to do if they needed help?
- Would they know who best to approach to get help?

If you are not confident about how your child would react then you should seriously consider whether you should allow them to walk on their own. If the parents of Year 6 pupils wish their children to walk home alone the school must be informed of this **in writing**. If we have no note then children **must** be picked up from the playground.

Your child will also be responsible for their behaviour whilst on the school premises either before or after school. Should their behaviour not be acceptable you will be asked to accompany or collect them until they have proved they can be trusted again.

The following procedures will be followed for any child who is not picked up

- The child will remain with the class teacher for up to 10 minutes.
- After 10 minutes the child should be taken to the School Office. The administrative team in the School Office will contact the parents by telephone.
- If other contacts are given on the child's confidential sheet, they will be contacted.
- If no contact can be made with the emergency contact or parents the school will continue to try and make contact for a reasonable amount of time until 4.30pm, at the latest.
- After 4.30pm, if we have not been able to make contact then Social Services will be contacted for advice.
- Two members of school staff (which should include at least one Senior Member of Staff) will remain at school until Social Services make their decision as to whether it is a case of abandonment.
- The school will ensure that these protocols have been followed by staff and a note of all calls will be completed.
- If a child is frequently not collected on time then the Educational Welfare Officer (EWO) will be contacted.
- **NO CHILD WILL EVER BE LEFT ON THE SCHOOL PREMISES UNATTENDED.**

The following procedure will be followed if any child is picked up by an allegedly impaired person.

- If the person picking up a child is, in the judgment of staff, impaired (under the influence of drugs or alcohol) and unable to adequately care for the child, the staff will not release the child to that person
- The child will be taken to the School Office and the Principal, Vice Principal or a Senior Member of Staff will offer to call a relative or friend to pick up the person and child.
- If no contact can be made, then Social Services will be contacted for advice.

IF AT ANY TIME YOU NEED TO CHANGE ARRANGEMENTS YOU HAVE MADE PLEASE ENSURE YOU LET THE SCHOOL KNOW BY COMPLETING THE APPROPRIATE FORM IMMEDIATELY.

Permission for pupils to walk to and from school unaccompanied

Person with parental responsibility to complete and return this reply slip to school a.s.a.p

Name of Child: Class:

I wish to inform you that my child will be walking to/from school on regular basis.

I will notify you immediately should this arrangement change.

I have read and understood the guidelines, systems and reasonable precautions set out in the 'Policy on Safeguarding Pupils Walking to and from School Alone'.

Signed: Date:

Print Name:

Appendix D – Rights and Responsibilities Charter

Rights and Responsibilities at Hartley! WE AGREE...

We have the right to be safe

We have the responsibility not to hurt others.

We will not hurt other people's bodies or feelings, or play fighting games at play time.

We have the right to be respected

We have the responsibility to not offend or be rude to others.

We will not be rude, use bad language or be disrespectful to children and adults.

We have the right to learn

We have the responsibility to behave sensibly and keep a good learning environment.

We will not disrupt learning time with behaviour that is not welcome by others.

We have the right to be heard

We have the responsibility to listen.

We will not talk over other people or argue with staff, we will listen and be polite at all times.

We have the right to be happy

We have the responsibility to be kind and to help others be happy.

We will always be kind and considerate of others.

Appendix E – Data Report - End of Summer Term 2017

Hartley Primary Academy
Data Report
 End of Summer Term 6 2017

Key Stage 2

Table 1

Percentage of Pupils achieving expected and above results compared with LAT and National at the end of KS2			
¹ Floor standard: At least 65% of pupils meet the expected standard in English reading, English writing and mathematics.	Hartley	LAT	National
Combined Reading, Writing and Maths	86	69	61
Reading % at Expected	86	71	71
Writing % at Expected	95	78	76
Maths % at Expected	95	76	75
GPS % at Expected	93	77	77

Table 2

Percentage of Pupils achieving a higher standard at the end of KS2	LAT	
Combined Reading, Writing and Maths % achieving a high score	19	10
Reading % achieving a high standard	41	25
Writing % working at greater depth	34	18
Maths % achieving a high standard	36	27
GPS % achieving a high standard	57	37

Table 3

Progress Score for Reading, Writing and Maths at the end of KS2	
¹ Floor standard: The school achieves sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.	
Reading progress score	0.8
Writing progress score	1.3
Maths Progress score	2.2

Key Stage 1

Table 4

Percentage of Pupils Achieving Expected and Above at end of KS1	
Reading % at Expected	90
Reading % at Greater Depth	19
Writing - % at Expected	85
Writing % at Greater Depth	13
Maths % at Expected	88
Maths % at Greater Depth	28

Year 1 and 2

Table 5

	Hartley	LAT	National
% of children passing Phonics Screening Year 1	90	79	81
% of children passing Phonics Screening Year 2	92	89	91

EYFS

Table 6

EYFS	Hartley	LAT	National
% of children achieving a GLD	87	74	69

¹ To be above the floor, the school needs to meet either the attainment or all of the progress element.