

Welcome to Fox Hill Primary



Academy Prospectus

Fox Hill Primary

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I hope that you will find this prospectus helpful, but any booklet can at best only provide a thumbnail sketch and I am sure that you will have many questions.

Please do not hesitate to ask, either by phone or in person. The best way of finding out is to come and see the school for yourself. If you would like to visit, please ring or write to make an appointment; you would be very welcome.

Please contact us if we can be of any further assistance. We look forward to meeting you in the near future.

Welcome to Fox Hill Primary

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What is the academy?

Fox Hill Primary School has been part of a federation of schools with Montenev Primary School since 2009. In April 2013, we joined a multi-academy trust along with Montenev and Mansel Primary Schools. Our Trust is called the "Steel City Schools Partnership". Although Fox Hill maintains its own individual identity as a school being part of the multi-academy trust means that we can continue to work collaboratively with the other schools. Our school has its own leadership and governance but also the support and strategic leadership of the academy directors and academy principal.

As we are part of a multi-academy trust, we are often referred to as an 'academy' rather than a school. This is why we often just call ourselves "Fox Hill Primary".

How is school organised?

The following table shows your child's progression through school:

EARLY YEARS		Key Stage 1		Key Stage 2			
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
FSP	FSP	SAT					SAT

FSP - Foundation Stage Profile

SAT - Standardised Assessment Tests

Due to school numbers increasing recently and our NOR (Number on roll) being 45 children per year group, we have had to operate mixed-year classes for the past two academic years. This means that we have a Y1/2 class in our Key Stage 1 phase and a Y3/4 class in our Key Stage 2 phase.

Early Years

Fox Hill Primary School provides a large Foundation Stage provision (Nursery and Reception) which gives children an excellent start to their school career. Children are fully immersed in learning activities both in and out of the classroom and supported by a large team. Our Reception (FS2) class continues to build upon the strong start provided in Nursery (FS1), developing basic numeracy and literacy skills alongside a strong emphasis on personal and social development. Children are also be involved in creative activities and opportunities to extend their 'knowledge and understanding of the world' through geography, history, design technology, information technology and religious education. The curriculum is taught through practical activities, visits and structured play as young children learn through real experiences. The outside reception play area encourages pupils' physical development as well as other areas of their learning. We encourage children to take home reading books and key words to work with their families for five minutes every day. Children are assessed against the Early Learning Goals before moving on to the new STAT (School Tracking and Assessment Tools) system.

Years 1 & 2

As children enter into Key Stage 1, they continue to work for the first term on their Foundation Stage Profile. Once secure, children begin to work on all subjects covered by the new National Curriculum (2014). Literacy and Numeracy lessons are planned and taught in line with our STAT (School Tracking and Assessment Tools) document which aims to develop core skills in these key areas. This includes daily teaching in these areas as well as phonics, reading and speaking and listening and SPAG (spelling, punctuation and grammar).

At this age we believe children learn best through exploration and creative play can have a positive impact on this process. Therefore, lessons are also planned and delivered through creative topics whilst covering key skills outlined in our Curriculum Key Skills document.

Close links are maintained with parents and carers and adults often work alongside their children on early morning activities. We also encourage children

to undertake daily home reading, learning key words, half termly maths work and a creative home learning challenge.

During year 2, pupils participate in a teacher assessment process, Statutory Assessment Tasks (SATs). The results are given to parents in a written report at the end of the school year.

Years 3 & 4

As children enter Key Stage 2 the focus is on increased independence. Pupils are encouraged to take greater responsibility for their own learning and increase their confidence in working alone. Some work is carried out in pairs or groups and children with special educational needs will often receive extra support. Teachers provide children with a relevant and meaningful curriculum which is creative and exciting for them. Children will continue to follow the STAT (School Tracking and Assessment Tools) and Skills Frameworks, working at a learning step and stage which is appropriate to them. Creative topics and themes will be covered each year and these are planned carefully to ensure that both coverage and pupil interests are met. During the year will also have the opportunity to go swimming as part of the PE curriculum. Year 3 pupils will begin formal music lessons provided by specialist music teachers helping them to learn to play the ukulele.

Years 5 & 6

In these years we expect pupils to become independent learners and take further responsibility for their actions by considering consequences. Many have jobs to do, extending their role as leaders of the school. For example, many are trained up to become school ambassadors, play leaders, eco-warriors etc.

Towards the end of Y6 children take part in Statutory Assessment Tasks (SATs) which are formal tests, marked externally. Booster sessions and other strategies are used to support children in their SATs revision.

In addition pupils have the opportunity to expand their experience by participating in educational visits which provide learning opportunities and bring the curriculum alive. A Y6 residential has run for several years and has been very successful. This develops the children's personal social and teamwork skills.

In year 6 pupils are using their skills of being independent learners to extend themselves in preparation for the transition to secondary education. Several transition activities are introduced which carry through into secondary schools across the city.

Curriculum Policy

The school aims to enable the children in its care to achieve their full potential in all aspects of their five Every Child Matters outcomes:

- *Stay Healthy*
- *Making a Positive Contribution*
- *Enjoy and Achieve*
- *Economic Well-Being*
- *Being Safe*

This will be achieved through an appropriate, broad, balanced, creative and skills based curriculum to entitle our pupils to the benefits of:

- Fully inclusive, good quality learning experiences whatever gender, race, culture, ability, or disability.
- A stimulating, varied and enjoyable learning environment enabling each child to make the best possible progress, working in close partnership with parents, local community and other support agencies.
- Respect of self and others in order to produce a happy and orderly school community.

The Curriculum

- Fox Hill Primary's curriculum is operated within the Foundation Stage Framework, our Curriculum STAT (School Tracking and Assessment Tools) document and Key Skills Framework which are all based on the philosophy that we are involved in developing the whole child. With the introduction of 'Every Child Matters', there remains a strong emphasis on the basic skills of maths, science and English, however there is an equally strong emphasis on the social development and enrichment of each child.
- Pupils are taught in mixed ability classes under the guidance of a class teacher. At times, children may work in smaller groups or individually by specialist teachers and other members of staff. For example, Reading Recovery Programme or our Every Child a Counter Programme.
- Learning from firsthand experience plays an important part in our creative curriculum and so we plan a number of educational 'hooks' such as visits,

visitors to school, new resources and experiences to help engage children with their learning.

- Classes now follow creative themes which link areas of the curriculum, providing meaningful and more relevant learning opportunities for pupils. We keep families aware of themes through class newsletters and encourage home engagement through creative half-termly learning challenges. Where possible, subjects are linked to the theme and we try to 'immerse' the classroom in the topic e.g. transforming the room to support the topic such as creating a Gruffalo den, a Roman banquet room etc.
- This school adopts a fully inclusive policy. The needs of individuals and their capabilities will be considered and catered for within the school as far as possible, in order to ensure optimum achievement and progression. The curriculum will provide a wide range of educational experiences which will be common to all pupils, but which will vary according to individual ability, needs and development. The curriculum will fully comply with the entitlement subjects as set by National legislation. RE will comply with the new Sheffield agreed syllabus.

Curriculum Areas

Language and literacy

Following our STAT (School Tracking and Assessment Tools) Framework, we place a great deal of importance on children developing key skills in reading, writing, speaking and listening. Through the provision of the literacy learning opportunities we aim to provide an environment in which children can develop and communicate through the four modes of language - reading, writing, speaking and listening. We have a wide range of books available for children to read both in school and at home including ICT based materials. Parents/Carers can purchase book bags from school. It is important for parents to be supportive, enabling their child to make progress in reading. Children are taught both to read and understand books from a variety of different styles and for different purposes. We encourage pupils to form opinions and be able to discuss what they have read.

Writing opportunities are closely linked both with work children have done in reading and other subjects across the curriculum. Children are helped to develop a writing style that is both joined and legible following the agreed

syllabus for Sheffield. We also encourage children to develop their writing for a range of different purposes.

We have placed an increasing emphasis on speaking and listening. This is developed through planned speaking and listening lessons embedded in the curriculum which run alongside activities such as class assemblies in which all children are given an opportunity to participate. We also have a specialist Speech and Language teaching assistant who helps to run several intervention programmes across school to help ensure that all children develop these key skills.

Children are assessed throughout school to give a clear picture of their progress. Those children needing extra support will have access to a range of different strategies the school is currently running to enable children to make the best progress possible.

Mathematics / Numeracy

Mathematics is a core curriculum subject that covers the understanding and application of a wide variety of skills, concepts and experiences. Children are encouraged to learn through a variety of practical and problem-solving approaches in number, shape, space, measures and handling data. Children are developing a wide range of mental and oral approaches to all aspects of mathematics and are encouraged to apply this across the curriculum, in real-life situations and also for fun. We encourage children to work at home with parent/ carers on basic mathematical skills e.g. times tables and provide both paper and electronic activities (through our school website) to help with this.

Science

Science plays a vital part of our whole school curriculum and we were recently awarded with the Primary Science Quality Mark in recognition of this. Science lessons are organised to provide a range of experience including practical experimentation, posing and testing ideas, and organising fair tests. The aim is to provide the opportunity to develop a knowledge and a progressively deeper understanding of science. The key areas of science are delivered under the headings of Life Processes and Living Things, Materials and their properties, and Physical processes. This work is embedded into our creative curriculum and science topics often serve as the driver for some of these topic themes. The work is related at all times to pupils' knowledge and experience. We also try to develop real world application of scientific skills through the use of creative lessons, trips and

visitors into school (For example, the astrodome coming into school to help with learning about space).

Computing

At Fox Hill Primary we are extremely well-equipped to prepare children for the ever developing technological age in which we live. All children have at least one ICT/computing skills lesson per week in our ICT Suite. They also have the opportunity to apply these skills across the curriculum each week in a second lesson. Each classroom has the latest technology such as interactive whiteboards to help children with their learning and we have established a number of ICT 'learning hubs' across school. Creative skills such as animation, film making and photography are delivered in our specialist Multimedia Suite allowing our children to make use of the latest Apple technology. To help fully embed technology in our curriculum we also have a wide array of mobile devices such as Ipads, Ipods, netbooks, laptops etc which are all networked via our fully secure wireless network.

Not only do we believe that it is vital that children learn how to use the latest technology but that they also know how to use it safely. Key messages about online safety and cyber-bullying are taught to our children throughout the year.

Religious Education

Children are encouraged to develop attitudes of tolerance, understanding and sensitivity towards different beliefs. They gain knowledge and understanding of Christianity and other major world religions through the use of stories, discussion, art, ICT and drama. A scheme of work has been written for the school which follows the agreed syllabus for Sheffield that ensures continuity and progression in the area of religious education. The policy adopted within school is to 'teach' not 'preach'.

Personal Social Health Citizenship Education (PSHCE)

Health education is taught through various science topics, across the whole school. The school welcomes relevant speakers to our Wednesday assemblies and we develop these messages during 'Healthy Week' each year. Each class has a timetabled PSHCE/ SEAL (Social and Emotional Aspects of Learning) session every week. Here children are encouraged to take part in circle time or discuss other personal, social, health and citizenship education issues.

Sex Education is discussed in context, for appropriate ages. Parents are invited to preview any materials that may be used during these sessions and will be notified before projects begin.

Physical Education

Each child participates in two hours of PE each week. Work in PE covers the strands of *Gymnastics, Dance, Games, Athletics, Outdoor Adventurous Activities and Swimming*. We make use of specialist coaches so that each year, every class receives at least one half term of football and games coaching.

Dress code for PE for all pupils:

Indoor activities - plain dark shorts, white T-shirt, bare feet or plimsolls.

Outdoor activities - as above and jumper or tracksuit, plimsolls or trainers.

No jewellery is to be worn for PE, this includes earrings (parents who wish to have their children's ears pierced are encouraged to do this at the start of the summer holidays to allow six weeks healing time). If earrings cannot be removed, safety tape must be applied by your child to ensure their safety.

Other Subjects

Following the cross-curricular creative themed approach, other subjects such as *Design Technology, Geography, History, Art and Music* are incorporated within relevant meaningful and creative half-termly project themes in line with our Key Skills document. We also include the teaching of a modern foreign language to each year group and our children learn Spanish.

Educational trips and residential visits

As previously mentioned, at Fox Hill Primary we believe that first-hand experience and immersion in learning is essential. We therefore try to plan and run as many educational trips, visitors to school and residential visits as possible to help engage children with their learning.

Thorough and detailed risk assessments are always undertaken before any trip or visit takes place and this information is logged with Sheffield City Council on their EVOLVE system. We will send out parental permission letters detailing the arrangements for any trip and the equipment (e.g. appropriate footwear) that your child will need. Due to the costs of transport and to enter some venues, we may sometimes ask for a parental contribution to help

us run these. These costs will be kept to a minimum but in the instance when insufficient funds are raised, trips may need to be cancelled.

Focus days and weeks

At various times during the year the school operates a number of focus days and weeks and uses visitors and groups to enhance the curriculum. These include events such as World Book Day, Children's Book Week, Healthy Week, Science Week and many more.

Assessment

At Fox Hill, we believe that assessment goes hand in hand with good learning and that it is an on-going process rather than simply testing children at the end of each year. Assessment is a process that moves forward children's learning by identifying areas for improvement and strengths. Teachers assess on an ongoing basis in each lesson. Feedback to children may be given verbally or through developmental marking comments in books, helping children to realise the next steps they need to take to further their understanding. When appropriate, pupils will be involved in their own assessment process and this is done through our whole school marking guides.

Assessment data is regularly shared between class teachers and school leadership through the use of Pupil Progress Meetings which help us to ensure that every child makes the best possible progress.

Foundation stage children are assessed against the Early Learning Goals using the 'Ages and Stages' document as guidance. Children in Year 1 undertake the National Phonics Test. At the end of Year 2 and Year 6, children will do SATS (Standard Assessment Tasks) and the results will be given to parents in the end of year report. Both the Year 2 and Year 6 SATs now also include an element of teacher assessment which is also reported.

When formally assessing children in Y2 and Y6, progress will be measured according to the National Curriculum level descriptors during 2014/15.

NC sub-levels	W	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b
Year Group Expectations		R		Y1		Y2	Y3		Y4	Y5		Y6

However, other year groups will be following the STAT (School Tracking and Assessment Tools) learning steps approach. This is due to the National policy to abolish National Curriculum Levels which took place in September 2014. From September 2015 all year groups from Y1 - Y6 will be taught and assessed using the STAT system.

If you would like further information about assessment and the new "Assessing without levels" system and STAT, please see our school website.

Special educational needs

At Fox Hill Primary we are strongly committed to equal opportunities. We aim to give children the chance to achieve their full potential. Due to this, the support of children with special educational needs takes a high priority in the school. In addition our Gifted & Talented children also receive support through a wide range of activities organised by our Gifted & Talented Co-ordinator. We believe that all children are entitled to a first class education and we endeavour to provide this.

The school follows guidelines in operating a staged approach to the support of children with special educational needs. At the first stage, a member of staff may register an initial note of concern and their teacher then monitors the child. At SCHOOL SUPPORT it has been noted that the child requires additional support. The school provides this. At SCHOOL SUPPORT PLUS, the child will receive support from an agency outside of the school. In a few cases, the local education authority may assess a child and an EHC (Education Health Care) Plan for special educational needs may be written. At all stages of the SEN process, targets are set for the child and these are shared by teachers, parents, children and other members of staff who are involved and you will receive a copy of your child's IEP (Individual education plan).

We aim to involve parents as fully as possible in the SEN process through the planning and sharing of targets. If you have any concerns or questions about SEN or the process, please call or make an appointment to see our a member of our Inclusion team - Mrs A Robson, Miss Riley or Mrs Richards.

Attendance

Attendance and punctuality are a high priority at Fox Hill Primary. If a child is absent from school for any reason, parents should inform their class teacher or the school office, so they do not receive an unauthorised absence mark. Taking holidays in term time causes problems, children miss out on valuable learning experiences and some find it difficult to catch up. Following the National policy change in September 2013, the Principal can only authorise leave from school in exceptional circumstances. Although we understand the value of a family holiday, unfortunately, holidays do not constitute an exceptional circumstance.

We work closely with support agencies such as MAST (Multi-agency support teams) to help ensure that every child attends school. Parent/carers could possibly face fines for unauthorised absences due to taking holidays during the school year, during SATS week etc.

Punctuality is very important so children can take full advantage of the curriculum and not interrupt the learning of others by arriving late. Registers close at 9.00 am, children attending after this time are given a late absent mark.

Please note that if you do not inform us of your child's absence, we have a duty of care to contact you to ensure that your child is safe.

Behaviour

Fox Hill Primary has a policy of celebrating positive behaviour and our policy is designed around children making the right choices. Our whole school rules are:

- We move around school sensibly.
- We are honest and truthful.
- We are kind and helpful - we look after other people and our
- We are polite and use good manners.
- We listen carefully and do as we are asked.
- We always try our best (Golden rule).



In school we follow the "Good to be Green" behaviour system in which all children aim to stay on green all day by making the right choices. There are prizes and incentives in place both in class and across school for those staying on green. This includes special certificates in our Monday assembly, raffle tickets and being invited to Privilege Party on a Friday afternoon. If you have any concerns around behaviour, please see a member of the Inclusion Team.

It would be wrong to suggest that all children will be angelic all the time. Every school suffers from some forms of anti-social behaviour including bullying. We are mindful of this and have attempted in our "Behaviour Policy", which has been drawn up with the help of staff, parents, governors and children, not to run away from the problem but to give it the consideration it deserves. We provide children with many systems such as our "Worry box" and online reporting system through the school website so that they can report any issues upsetting them. We also have our Pastoral Support team who work hard with the children and can provide additional support as required to resolve any issues around friendship and bullying. Every effort is made to resolve problems through talking. However when a situation develops that the teacher feels is putting that child or other children under threat of harm, then a teacher is duty bound to use minimal force to diffuse the situation. Under such circumstances the leadership team would immediately be notified, who in turn would notify the parents. Parents can be assured that they will be involved at an early stage should difficulties arise and that together we will map out a suitable programme to tackle the matter. In cases of serious or continued misconduct, a pupil may be excluded from school and the incident reported to the parents, the Chair of Governors and the Director of Young Children's Services. Further details of the school's behaviour policy can be obtained from the office.

School uniform and PE Kit

At Fox Hill Primary we have a school uniform policy and encourage the children to wear the correct uniform each day. Pupils should wear:

- A light blue or white polo shirt ideally with the school logo.
- A navy blue school jumper, cardigan or fleece jacket.
- Plain dark trousers or skirt.
- Sensible shoes e.g. no large heels.

School has an agreed PE kit which consists of white t-shirt, black shorts and trainers/plimsolls. For outdoor PE, children can wear jogging bottoms/tracksuit. Children need a change of clothes for PE.

School uniform can be ordered each day from our office.

The greatest concern for our pupils is their safety and well-being. Jewellery can often pose a problem to safety during playtimes, swimming and physical activity. For this reason all pupils are asked to remove all items of jewellery when staff feel this is necessary, for example, PE, swimming, dance and drama. A small pair of stud earrings can be worn for most other lessons. If earrings cannot be removed, we ask that children wear a small piece of tape over their earring to help protect their ears during physical activity such as PE lessons. School cannot take any responsibility for the loss, damage or theft of jewellery in school - we therefore recommend that items of value stay at home.

School dinners & Breakfast Bar

At Fox Hill we are proud to have our own school catering provision providing a wide range of healthy and tasty meals for the children. We publish three menus which are colour-coded to allow children to make a choice each day of what they would like. They are then provided with a matching colour band which they hand in at the school kitchen when collecting their meal. This ensures that every child receives their preferred meal option every day.

Any family in receipt of Income Support is eligible for a free school meal. Forms are available from the office. We also run the universal free school meal entitlement which means that all children in Reception, Y1 and Y2 are entitled to free school meals. Please can you ensure that you still complete the Free School Meals form as this helps the school to access additional funding to support your child's learning.

As an alternative to school meals, pupils may bring sandwiches and a healthy drink, which are also eaten in the dining hall. No glass bottles, fizzy drinks or breakable flasks are allowed for safety reasons. Sweets or chewing gum are not allowed to be eaten on school premises.

Milk is free for any child under the age of five, and for those eligible for free school meals and will be provided by the school unless requested not to do so. Children may still have milk after this age, the cost varies depending on length of term (please check this price with office). Milk is taken to classrooms for the children to enjoy in the morning.

Breakfast bar opens at 8am everyday providing a range of healthy breakfast options for children and their families. We also offer a range of services in the hall each day including lost property, book stall, uniform sale and a table where you can pay for school dinners. We also offer a range of games and activities for the children to enjoy whilst having their breakfast.

Club FM

Club FM is our after-school child care provision that we offer to families every day. Fully trained staff provide a range of fun and engaging activities for children to take part in including arts, crafts, games, computers etc. We offer a flexible provision and children can be provided with snacks and tea as required. Club FM runs every day from 3.15pm to 6.00pm. Please see a member of the office team for availability and prices.

Caring for your child

Health and safety

Our school Breakfast Bar opens at 8.00am everyday and we are pleased to welcome all families to join us for breakfast and activities. Fox Hill has an "Open School Policy" between 8.40 and 8.50 a.m. All parents and children are welcome to enter the school during this time. We do encourage Key Stage 2 children (Years 3 - 6) to make their own way to class to develop independence, provide a prompter start to the school day and help relieve congestion around school.

At 8.50 a.m. the doors are closed and we ask for your support in keeping school safe by leaving via the nearest door. Prior to this period, and for the rest of the school day, entry into school can only be gained through the main entrance. Admission through the main entrance is through a buzzer and intercom system. The door is on an electronic release mechanism controlled by the main office.

'Known' visitors to the school such as educational support staff have to sign in and wear identity badges.

'Unknown' visitors' have to give proof of identity and wear a visitors badge at all times whilst in school.

At the end of the school day all external doors are unlocked and parents may collect their child/children. If a parent is late through unforeseen

circumstances, children will be supervised until the parent or a known adult is able to accompany that child home.

Medicals

Children receive a medical examination soon after admission and the school medical team visits regularly for consultation and advice. Your child will receive dental inspections. The School Health Service conducts medicals throughout the year at the request of the class teacher, in consultation with parents. If you receive an invitation to attend an examination please make every effort to accompany your child.

Accidents and illness

Minor accidents such as bumps or grazes will be dealt with in school by the trained first-aiders on staff and you will be informed by a standard letter. In the event of a more serious accident or of a child feeling unwell we will contact one of the parents and ask that the child be collected from school. If this is not possible the school will seek the medical advice and attention it deems necessary at the time in the absence of the parent. It is, therefore essential that we maintain up to date records of telephone numbers for home, work and emergency contacts.

Where children are in need of medication, whether on a regular basis or merely to complete a course of treatment, the school may be prepared to administer this providing a medication request is completed **prior** to the drug being brought into school. Medication must not be sent to school without prior permission. Please see a member of the office team for the appropriate forms.

Child Protection

Changes in the law, notably the Children Act (2004), mean that staff in school have a duty to report any concerns that they may have that any child may be suffering significant harm, particularly as a consequence of possible abuse. It is a Department of Education requirement that each school in the country nominates a senior member of staff who will have special responsibility for Child Protection. In Sheffield, this member of staff is known as the Child Protection Liaison Teacher, has been in receipt of training in this area, and can be trusted to deal with all these matters with professional confidentiality. In this school that person is Mr M Revill. We also have a Safeguarding Team which is comprised of Mrs J Owen, Mrs K Richards and Miss K Riley.

The school has a policy on Child Protection which has been agreed by the Governing Body. As a school, we have close contacts with the School Health Service, Family and Community Services and the Police, any or all of whom may become involved if abuse is suspected or alleged.

The school has a responsibility to collate basic information such as who has parental responsibility for a child, and to pass this information to the relevant agencies if so requested. In the event of an investigation into possible child abuse, the school has a duty to co-operate with the investigating agencies to the best of their ability to promote the welfare of the child. Whilst the school will always attempt to work in partnership with parents, and try to ensure that parents are fully informed of, and participate in, any action concerning their child, if there is a conflict of interest, the welfare of the child must be the paramount consideration.

Should you wish to discuss Child Protection and the safety of your child, or indeed, any other topic involving your child, please feel free to contact the school.

Travel to school and road safety

This will be taught as an integral part of the social education provided at school. We have close links with the City Council who provide special road safety assemblies and workshops for all children. Parents are requested to assist in ensuring the safety of the children by refraining from parking illegally on or opposite the zig-zag yellow lines outside the school entrances and by keeping cars off the school premises except for special occasions when parking space will be made available. Please note that dogs are not allowed on the school site at any time.

Communication with school

School has many systems in place to ensure good communication between home and school. We send out class news each half term to keep you up to date on curriculum and class events. There is also the Fox Hill Flier which details any key dates, news updates and exciting things happening in school. We will also send out letters about specific events or trips.

School operates a text messaging service to all parents and we will send updates and messages out via this, for example, in the event of a school closure due to bad weather. Please ensure that you keep us updated of any changes to your mobile numbers so that this service will work effectively.

We also try to put key messages and news items on our school website which can be accessed at www.foxhillprimary.com. Our website provides a wealth of information about our school and has a wide range of online learning activities to help support our families.

Please also check out our electronic notice board in Breakfast Bar each morning as we try to keep this updated with key messages and notices for everyone.

Talking with teachers

Please feel free to discuss your child's progress at school with their teacher throughout the year. Teachers welcome parental interest in their children's development at school. We have an 'open door' policy to all parent/ carers and ask that this be respected by a mutual respectful approach from all involved. Occasionally problems arise at school, which you may wish to discuss with your child's teacher. If a problem occurs arrange a meeting with the class teacher. This gives you a chance to get the full story and to calmly discuss the problem. Most issues are successfully dealt with in this way. If the matter is more serious or the problem is not solved to your satisfaction then please arrange to meet a member of the school leadership team.

School terms and times

Under the 1986 Education Act children are required to be in school for 190 days each academic year. These are divided up into three terms:

- Autumn term; September - Christmas.
- Spring term; January - Easter.
- Summer term; April - July.

During each term there is a half term break of at least one week. Teachers are in school for a further five days for professional training (Inset days).

School times

- Breakfast bar opens: 8.00
- Breakfast bar last orders: 8.30
- Doors into school open at: 8.40
- Registration/morning work: 8.40 - 8.55
- Assembly: 9.00 - 9.15 Mondays, Wednesdays and Fridays
- Playtime: 10.15 - 10.30
- Dinner time for nursery: 11.30 - 12.45
- Dinner time for FS2: 12:00 - 1:00
- Dinner time for Y1 and Y2: 12.10 - 1.10

- Dinner time for KS2: 12.30 - 1.30
- Afternoon playtime for KS1: 2.10 - 2.20
- End of school day: 3.15

Charging Policy

The policy of the governing body with regard to charging for school activities is:

- Parents will not be charged for any activity involving pupils taking place wholly or mainly during school hours i.e. 8.45 a.m. to 12.00 a.m. and 12.55 p.m. to 3.10 p.m. However, a small charge may be levelled if a parent expresses a wish that a finished product is retained by their child.
- Parents can be charged for activities involving pupils which takes place wholly or mainly (over 50%) outside school hours unless the activity is directly related to the teaching of the National Curriculum.
- Parents will be charged for board and lodging provision in connection with any residential activities that the school offers.
- Parents can be charged transport and other costs, e.g. museum entrance fees, where the activity is wholly or mainly in school hours or is related to the teaching of the National Curriculum.
- Parents will be charged for damage done by pupils to any school property or equipment when this is a consequence of misbehaviour.
- Parents will be notified of any activities which have cost implication and voluntary contributions will be sought. If insufficient parents are willing to make such contributions, the activity may be cancelled.

A full copy of the charging policy can be found online on our school website.

Complaints policy

Under the 1986 Education Act the LEA are required to have procedures for dealing with complaints about the school curriculum and related matters.

The school has a clear complaints policy which lays down the procedure to be undertaken in the event of any concerns you may have about the school. In the first instance your complaint should be addressed to the class teacher, if it can be resolved at this level, to the Assistant Principal, Deputy Principal or Principal.

If you feel the matter still has not been resolved to your satisfaction you have an opportunity to write to the Chair of Governors at the school address. Parents who wish to register formal complaints should contact the Director of Education. Details of the procedures are available from the school.

Any other info...

A whole host of further information about our school can be found online on our school website www.foxhillprimary.com

Please check out the website or ask in school for more information about:

- Current attendance figures.
- Recent result overviews
- Pupil Premium reporting
- Current staffing structure
- News items and copies of our Fox Hill Flier
- And much more!