



Towngate Primary Academy

Parent Handbook



Table of Contents:

| | |
|------------------------------------|----|
| Contact Details | 3 |
| Our Mission Statement | 4 |
| Our Curriculum Intentions and Aims | 5 |
| Useful Information | 9 |
| Academy Meals | 11 |
| Uniform Guidelines | 13 |
| Pupil Health and Welfare | 14 |



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Part of the INSPIRE Partnership Multi Academy Trust



Towngate Primary Academy

Mission Statement

Our Vision: Inspire self-belief and so foster achievement

Welcome to Towngate Primary Academy.

Central to everything we do are our values, which we share with staff, children and the wider community. These are the founding principles that inform our curriculum.

We strive to treat each other with **respect**, show **honesty**, and express **love** for our friends, family and community.

Every day, we show our **appreciation** for the gifts we have been given, and for the world we live in. We give our children opportunities to show **responsibility**, and they learn through work and play to **co-operate**. Together we thrive.

We expect everyone to show **tolerance** of difference, **patience** in adversity, and face challenge with **courage** and **determination**. We believe in **equality**.

We understand that one of the greatest gifts we can share is **friendship**. With **optimism**, **hope** and **humility**, our children can achieve anything they set their hearts on. Through **trust**, **understanding** and **thoughtfulness**, we can build a community of **unity** and **peace**.

Every moment is an opportunity to do our best, to achieve **quality** in all our outcomes.

Every day, in every way, we seek to live by these values, and to help others to do so too.

Mrs A Berry
Headteacher

Our School Rule: Be ready. Be respectful. Be safe.

Curriculum Intentions and Aims



Our Curriculum vision statement

- For all pupils to develop a lively enquiring mind and to have the ability to question and argue rationally, recognising the importance of individual liberty.
- To listen to, respect and respond to pupil voice.
- For every child to feel safe and secure within a set of rules in which they have ownership.
- To acquire knowledge and skills which will help to equip them for adult life.
- For every child to achieve their full academic potential.
- To appreciate human achievements and aspirations, to admire excellence in all things and to strive to achieve such excellence.
- To develop a respect for religious and moral values and a tolerance and understanding of other races, cultures and religions.
- The development to the full of each and every child as a knowledgeable, skilled, caring and well-adjusted person, is their right – and our duty.

Our Curriculum – intentions, implementation and impact

Curriculum intentions

Intention 1: Develop our learner's learning (Our head and body: what we learn)

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, so that children can flourish, reach and exceed their potential academically, physically and artistically.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever changing community.

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

To develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.

Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: Who we are)

To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others.



Curriculum Implementation

Intention 1: Develop our learner's learning (Our head and body: what we learn)

Our promise to our learners: Over and above any of our national curriculum learning, we promise holistic childhood experiences throughout their journey at Towngate. These are our "promises". Examples include: Learn to light a fire; climb a mountain; build something bigger than myself; learn an instrument; see a play; make my own clothing; run a business and many more. Teachers plan these in every half term.

Maths – we use the MathsHub mastery schemes of work, supported by Abacus textbooks for progression. We assess using testbase materials, teacher assessment and MathsHub tests throughout the year. We plan a maths challenge morning each year and invite our parents in to see how we learn.

Writing – we use a Book based curriculum. This means each half term we study a new book in each class, and our teachers generate writing opportunities out of this. We look at comprehension skills, grammar skills, writing planning and extended writing each week, to give us a regular routine that helps us build up competency. We assess using Writing assessment grids that we share with the other academies in our Multi Academy Trust. We work hard on handwriting and presentation, and edit our work carefully to improve it.

Reading – we read with our teachers in groups, using a progressive reading scheme covering all genres. Our teachers regularly update our in class reading areas with topic themed books and author books boxes from the School Library Service. We visit our own school library each week and choose our own book to read for pleasure, as well as accessing a progressive reading scheme for our families to help us with reading at home. Learners need the space and time to make choices about books, and to discover authors and texts they might not get chance to look at outside of school. Our teachers check we are reading books that will challenge us, and create exciting reading areas around the school.

Foundation subjects – Our teachers plan foundation subjects using progressive skills, which show what we should be learning in each year group in each subject. They check our learning against these, and subject leaders check that they are doing this correctly. They keep a record of how each class is doing in each subject, including who is secure in the areas and who is working at age related expectations. We learn from a learning challenge curriculum, which encourages us to develop independent thinking skills and questioning. Our teachers plan a wide variety of educational visits out including residential, visitors into school such as Wakefield Museum, Local Church Groups, the police, and organise exciting focus weeks and events like Careers week, Art fortnight, Enterprise week and Last Choir Standing competition. Where they can they try to link our maths and English learning into our topic work. Our parents and families are regularly invited in through INSPIRE events, to show us that adults continue to learn even after they have left school.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

We follow a **Values Based Learning** programme in the Academy, which explores values that are critical for us to understand in modern Britain and beyond. Each month, our teachers teach us about a value that we need to demonstrate in order to become good citizens of the world. We think carefully about the value, explore it in learning and demonstrate this whenever we can. Our values are:

Respect; Honesty; Love; Appreciation; Responsibility; Co-operation; Tolerance; Patience; Courage; Determination; Equality; Friendship; Optimism; Hope / Freedom; Peace; Humility; Simplicity; Thoughtfulness; Trust; Understanding; Unity; Quality.

One day each term, our classes focus solely on the value of the month, and display this in and around school through artwork, drama, stories, photographs, posters and research. We have a home learning task at the start of each month that helps us focus on the new value, which is a letter and a story for our families to share with us at home.



Our teachers ask learners to undertake positions of responsibility around the academy, as we believe that children understand values by seeing them in action in others. These include:

Prefects to role model for each class; Academy council; Corridor helpers at lunch time; Playground buddies; Dining hall helpers; the Eco-Team; the Academy Gardeners; The Academy Newspaper team.

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

When our teachers design our learning opportunities, they look for ways for us to develop good learning behaviours. Our Academy understands that learning about learning helps us to be better learners! In our curriculum, we look for ways to develop **concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity**. For example, in our curriculum we try to frame our learning around questions: "Where do the leaves go in Winter?"; "Will you ever see the water you drink again?"; "How do I know I'm being good?".

Our teachers notice when learners are showing great learning behaviours. They award certificates for this in our weekly celebration assembly and in key stage one we receive personal points. When we work as a team, we collect marbles that earn a prize. Our Principal sends home yearly commendation certificates, and our behaviour officer send secret postcards to parents when she notices great behaviour. Once a term, we are awarded trophies for: Creativity in learning, Progress in learning, Behaviour star, Role model to others.

Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: Who we are)

When our teachers plan the curriculum, they think not just about what we should learn and how we should learn it, but also how they can bring in an understanding of morality and the wider world. They do this through:

- Teaching us the weekly **Social and Emotional Aspects of Learning** curriculum. We learn about new beginnings in life, going for goals, getting on and falling out, changes and relationships. This helps us understand our place in the world.
- They ensure that in our half termly learning, they think about how to **challenge stereotypes**. For example when we learn about toys, our teachers ask learners "Do we have girl's and boy's toys?"; when we learn cooking skills, we think about who prepares the food in our own homes. We learn about slavery, both historical and modern, thinking about why it happens and what motivates this. Our teachers identify positive role models that challenge stereotypes for us to learn about, for example the story of Billy Elliott the ballet dancer, Helen Sharman the astronaut, Harriet Tubman the abolitionist etc.
- Inviting in people from local groups such as the Methodist Church to tell us about their faith and share Christian learning. We work with lots of local religious groups to get a good understanding of the beliefs of others.
- We work with local community groups such as visiting the local residential home, working with local charities, collecting and raising money for charities, working with other schools in Ossett and beyond. We aim to increase our learner's engagement with activities that benefit other members of the community and beyond.



Impact

What do we hope will be the impact of our curriculum and how do we measure it?

Intention 1: Develop our learner's learning (Our head and body: what we learn)

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. We intend that the impact is that children will be academically and physically prepared for life in high school and in Modern Britain and the world.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

The impact we intend to achieve by developing this intention is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: Who we are)

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies.

Our curriculum is planned and managed to ensure that all children get a good start in each stage of education, and are well prepared for the next stage. Central to our curriculum is that it is designed and implemented to ensure that children secure good outcomes both academically and through their wider personal, development, behaviour and welfare. A core of Values based learning threads through our curriculum. We seek to support our formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities. Our leaders in school are trained to carefully monitor the effectiveness of the curriculum, and evidence a process of continual improvement in their subject areas.

Useful Information



Session Timings:

| | Session Start Times | End of the Day |
|---------------------|---------------------|----------------|
| Nursery (part time) | 8.50am | 11.50am |
| | 12.30pm | 15.15pm |
| Reception to Year 6 | 8.50am | 15.15pm |

Please note: morning registers **close** at 9.00.

Open-Door Policy

Besides parents evenings, if you have any worries, concerns or questions, please do come and speak to your child's class teacher, who will be happy to assist you.

We do ask that unless urgent and absolutely necessary, you arrange an appointment with your child's class teacher at the end of the school day to enable lessons to start at 9am promptly.

Each class holds a 'meet the teacher' event at the beginning of each academic year; it is at this time the following information is shared:

- Homework expectations
- Curriculum content
- Planned educational visits and enrichments
- Formal assessment information (Y2 and Y6)



Safeguarding and Child Protection

The named person responsible for Child Protection is the Headteacher, Mrs Berry.

Other designated Safeguarding Officers include Miss Eke, Miss Brown and Miss Lockett.

A copy of our Safeguarding policy can be found on our school website.

Curriculum

Details of our curriculum can be found on our school website. We aim to provide a high quality curriculum for all of our learners; striving to enrich and elevate the opportunities we provide for our pupils.

Behaviour

We have high expectations of all of our pupils at Towngate Primary Academy. All pupils are taught through our Values Based Curriculum where our learners follow our one school rule: Be Ready; Be Respectful; Be Safe.



Academy Meals

Academy meals are served on the premises delivered from a central kitchen. The meals are served in the Dining Room on a cafeteria basis, which allows some choice. Special dietary requirements e.g. due to cultural, religious or medical needs can be catered for by special arrangement – please contact the school office.

Children can bring sandwiches, although no facilities exist for warming food brought in, or for chilling food, except in exceptional circumstances. Water is provided to drink in the dining room or clear flavoured water from the children's own water bottles can be drunk straight after lunch.

Dinner Money

The preferred method of payment is over the internet via the Academies cashless system <https://www.scopay.com>, please ask at the Academy's office for your child's link code in order to set up this payment method. Payment can also be made by cash or cheque if parents/ carers have no access to the internet, cheques made payable to 'Towngate Primary Academy'.

In the event of a child being absent for whatever reason and an Academy meal not being ordered, the money will be carried forward to the following day/week.

As staffing of the dining room is subject to the number of children having Academy meals we ask that, once a decision to have Academy meals or sandwiches has been made, you stay with that decision for at least half a term.

Free Academy Meals

If your child / children are entitled to free Academy meals please inform the Academy, in the strictest confidence whether or not you wish to take up the option. Application forms for assistance for Academy meals are available from the Academy office.

Children in Reception, Year 1 and 2 are all entitled to universal free school meals. However, parents/carers are still encouraged to apply for free Academy meals based on eligibility even if their child is in Reception, Year 1 and 2 as the Academy can then benefit from additional funding for these pupils, which helps with the Academies funding.



Healthy Eating

The Academy promotes healthy eating. Children are not allowed to bring sweets, chocolate or drinks other than water, which can be flavoured still water. The Academy is also part of the government's School Fruit and Vegetable Scheme, which provides a piece of fruit or vegetable for every child in Nursery and key stage 1 each day. Children in Key Stage 2 are encouraged to bring fruit to eat during morning break. Children are also strongly encouraged to drink water and will need a water bottle. Please encourage children to bring their bottle home each evening in order for it to be thoroughly washed.



Academy Uniform

In our Academy we aim to provide, for all partners:

We believe that children should feel a sense of 'belonging' to our Academy and that they should wear their uniform with pride. We also think that children should feel equal, and an Academy uniform contributes to this. Having a uniform also clearly states what the governors, staff and parents feel to be appropriate clothing for the Academy. It also helps to clearly identify pupils when travelling to or from the Academy on Academy visits - a positive safety factor. It is an expectation that all children wear the official Academy logo jumper/cardigan and a requirement when representing the Academy on official visits.

Our Academy uniform is detailed below:

Boys:

Navy sweatshirt / jumper with the academy logo
White polo shirt / white shirt
Plain grey trousers
Black shoes

Summer

Optional grey shorts

PE

White round neck T-shirt
Black / navy football / cycling shorts (indoor)
Black / navy tracksuit bottoms (outdoor)
Pumps / Trainers
(children may be barefoot when using apparatus)

Girls:

Navy sweatshirt / jumper / cardigan with the academy logo
White polo shirt / white shirt
Plain grey skirt / pinafore / trousers
Black shoes

Summer

Blue and white checked dresses

PE

White round neck T-shirt
Black / navy football / cycling shorts (indoor)
Black / navy tracksuit bottoms (outdoor)
Pumps / Trainers
(children may be barefoot when using apparatus)

Swimming Kit (Year 6)

Swimming costume / swimming shorts

Swimming cap

Towel

Please ensure your child's uniform is clearly labelled to avoid items being misplaced

Extremes of fashion clothing and footwear, e.g high heels, large platforms, mini skirts or trendy high street uniform items are not acceptable.

Only plain head bands and bobbles may be worn, extreme hair fashion is not acceptable e.g. radical colours, stripes, shapes etc.

No make-up, nail varnish or transfers are allowed.



Pupil Health and Welfare

The school nurse monitors children's hearing, vision, height and weight. Hair and feet need to be inspected regularly by parents.

Illness/Injury In The Academy

When a child becomes unwell at the Academy parents will be informed and the child should be collected as soon as possible. It is vital that contact numbers (home, places of work, other contacts/carers) are kept up to date. If parents refuse to give emergency numbers the Academy will act 'in loco parentis' should an accident occur. This may result in referral to Family Services.

School will only administer **prescribed** medicines which are to be signed into the Academy Office. If a child is being treated by a family doctor and has to take prescribed medicine four times a day, this can be arranged subject to parents completing the necessary authorisation form.

Should an accident occur at the Academy it will fall into one of two categories - minor or major. With a minor accident basic first aid is carried out. The wound will be cleaned and a dry dressing applied if necessary. With a major accident, e.g. a suspected broken arm/fracture, we will try our best to contact parents or nominated representatives. If, however, no contact can be made the Academy makes the appropriate decision (in loco parentis) advising the parent afterwards. Members of staff will not take a child to hospital. When a child becomes seriously unwell or is injured an ambulance will be called immediately, and parents or relatives informed. Whenever a child sustains an injury or a knock to the head, a form advising of the accident is forwarded to the parent for information.

Illness Advice



| Disease | Usual incubation period (days) | Usual period of communicability | Exclusion from The Academy |
|--|--|--|--|
| Chicken Pox | 13 -17 | 2 days before rash appears to 5 days after the first crop | 5 days from onset of rash |
| Conjunctivitis | Depends on cause | While eye is red and discharging – up to 2 weeks for viral causes | Until eyes have recovered and discharge has stopped |
| Dysentery | 1 – 7 | While diarrhoea persists | Until diarrhoea stops |
| Food poisoning (including salmonella) | 0 – 2 (depends on cause) | While diarrhoea persists | Until diarrhoea stops |
| German Measles (Rubella) | 14 – 21 | From 7 days before to 7 days after rash appears | No need to exclude |
| Glandular Fever (infectious mono) | 5 – 7 weeks | Until symptoms disappear | No need to exclude |
| Hand, Foot & Mouth Disease | 3 – 7 days | 3 days before rash appears to a few days after | No need to exclude |
| Impetigo | 4 – 10 | Until skin is dry | Only if skin is weepy and cannot be covered |
| Influenza | 1 – 3 | Day before illness to 7 days after | Until child has recovered |
| Measles | 10 – 15 | From a few days before to 7 days after rash | 7 days from appearance of rash |
| Meningococcal Infection | 2 – 5 | Whilst organism is present in nose and throat | Until recovery |
| Mumps | 12 – 21 | From 7 days before symptoms till swelling subsides (often 14 days) | Until swelling subsides (minimum of 7 days) |
| Pediculosis (lice) | 8 days to hatch 8 – 10 days to reach maturity | While lice or eggs remain alive on host | Until treatment has been received |
| Ringworm of scalp | 10 – 14 days | While active lesions still present | No need to exclude |
| Ringworm of body | 10 – 14 | While active lesions still present | No need to exclude |
| Ringworm of feet (Athlete's Foot) | Unknown | While active lesions still present | No need to exclude |
| Scabies | 2 – 6 weeks before itching starts; 1 – 4 days on re-infection | While mites remain alive on host | Until treatment has been received |
| Scarlet Fever and other Streptococcal Infections | 2 – 5 | While organism is present in nose, throat or skin lesion | Until recovery |
| Shingles | Reactivation | One week after rash appears | 5 days from onset of rash |
| Threadworm | 2 – 6 weeks for completion of lifecycle | While eggs still being produced. Eggs can survive 2 weeks in the environment | No need to exclude |
| Whooping Cough (Pertussis) | 7 – 10 | From start of catarrhal phase to 21 days after onset of paroxysmal cough. Treatment can reduce this to five days | 21 days from start of paroxysmal cough. If treated with erythromycin can return after 5 days |