



Riverside School Tadcaster

Acting Headteacher: Miss A Woodward

Chair of Governors: Mrs. C Walker

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

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如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。
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Welcome to Riverside School

This booklet is an introduction to our school: the building, the organisation, the curriculum. It aims to give you some information about the working life of Riverside School.

We hope it will answer some of your questions, but please do try to visit the school, see the children at work, and take the opportunity to have a chat with us.

We are happy to answer all questions. Please feel free to telephone for an appointment, on 01937 832899

Why not visit us on:

www.rs.starmat.uk

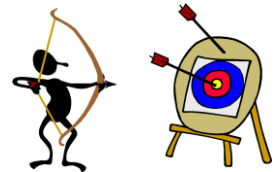
Our Vision:

At Riverside School we....

- Take pride in our school and our achievements together
- Respect others and their beliefs
- Care for the world; near and far
- Make 'learning' an exciting, fun activity for life
- Listen to, and care for each other

Our aims:

- promote a culture of inclusion, ensuring respect and appreciation for our diverse global society
- nurture lively, enquiring and creative minds
- develop healthy lifestyles and wellbeing
- help pupils to acquire relevant knowledge and skills to prepare them for life
- develop skills as an independent, self-motivated learner
- help pupils in the development of their own individuality, self-reliance and resilience
- celebrate a diverse range of personal achievements
- ensure pupils make regular progress towards achieving their potential
- develop appropriate communication and information skills including the appropriate and safe use of ICT
- provide learning opportunities which are relevant, challenging, stimulating and fun; making links to real-life wherever possible
- create opportunities for self-expression, at the same time ensuring our pupils value and respect others and their opinions
- provide a safe and stimulating environment for learning
- give pupils the confidence to question, debate rationally and think logically
- build pupils understanding of their rights and responsibilities in the world
- work in partnership with parents
- use the wider community to maximise learning potential
- give pupils an awareness and appreciation of human achievements and aspirations



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1. Our Staff

Acting Headteacher	-	Miss A Woodward
Junior/KS2 Department	-	Mrs S Cowler(English and KS2 Leader) /Mrs K McNee
	-	Mr J Hunt
	-	Mr W Calvert
	-	Mrs R Thompson
	-	Mrs D Crossley(mat leave) Mrs J Sawyer/Mrs J Denham
	-	Mrs R Tranter
	-	Mrs J Wright(mat leave) Miss J Rich
	-	Mrs J Adams
Infant/KS1 Department	-	Mrs S Hebbbron (Maths and KS1 Leader)
	-	Miss S Cade(mat leave) Mr O Hine
	-	Mrs S Galinsky/Mrs N Deakin (Inclusion Manager)
	-	Mrs D Cooper-Noble
EYFS_Reception	-	Miss M Hubbard
	-	Mrs A Furminger / Mrs L Robin
EYFS Nursery teachers	-	Mrs J McCombe (EYFS leader)
Nursery Nurse (N)	-	Mrs G Webster/Mrs C Moore
HLTAs	-	Mrs B Wallbank
	-	Mrs D Gore
	-	Mrs C Carr
	-	Mrs C Hudson
Assistant to the Inclusion Manager	-	Mrs J Brown-Bolton
Teaching Assistants	-	Mrs E Straw
	-	Mrs B Wallbank
	-	Mrs C Raggett
	-	Mrs K Davy
	-	Mrs S Kendrew
	-	Mr A Lee
	-	Mrs D Gore
	-	Mrs C Carr
	-	Mrs L Simpson
	-	Miss A Gant
	-	Miss G Simpson
	-	Miss L Addison
	-	Mrs C Hudson

	- Mrs M Williams
	- Miss A Wragg
	- Mrs H Daily
	- Mrs C Moore
	- Mrs S Tinker
Learning Mentors	- Mrs C Wyatt/Mrs S Finn
Office Staff	- Mrs S Borradaile (School Business Manager)
	- Mrs J Kavanagh (School Administrator Mon/Tues)
	- Mrs A Bain-Mackay (School Administrator Weds-Fri)
	- Mrs J Coates (School Administrator Thurs/Fri)
	- Mrs V Scoot (School Administrator - full time)
Caretaker	- Mr J Naylor
Cook	- Mrs L Pattinson

2. Our Governing Body

Our Governing body has representatives from the parent community, the teachers and governors appointed by the STAR Multi-Academy Trust.

The current members of the governing body are:

Chair	- Mrs C Walker
Vice Chair	- Mrs G Ashton
Parent Governors	- Mr A Warnes - Mr P Carr
Trust appointed	- vacancy - Mrs C Walker - Mr C Heard
Staff Governor	- Mrs Jen McCombe
Headteacher	- Miss A Woodward

Parent and teacher Governors are elected for a period of four years.

3. Friends of Riverside School (FOR)

Children have but one opportunity to take advantage of all that a school has to offer. It is our belief that a child is more able to take advantage of this opportunity if there is in place a close, genuine and trusting partnership between the home and school.

Our school welcomes every opportunity to work and meet with parents. 'The Friends of Riverside School' provides a vital link in forging this partnership and enhances the line of communication between the home and the school.

To support the activities organised by 'The Friends of Riverside School' is to seize opportunities through which interested and caring parents, guardians and friends can:

- raise funds to provide educational resources;
- organise and/or participate in enjoyable social events;
- provide experiences and events which will enrich and enhance the lives of children.

Your enthusiastic support for 'The Friends of Riverside School' would be much appreciated.

4. Admissions Policy

Nursery Admissions

The nursery can accept a maximum of 26 pupils in any one session. We tend to have a much larger number of pupils on roll. Our provision provides nursery education for pre-school children aged between 3 and 4 years old for those parents who wish to accept such an opportunity. The curriculum follows the 'Early Years Foundation Stage Curriculum Guidance.'

Children are admitted to the nursery for various offers depending on parental eligibility.

All families are entitled to 15 hours of 'free' provision - up to five 'free' sessions per week. These sessions are 3 hours in length and can be taken as mornings or afternoons or a mixture of both. We also operate a Lunch Club for a small extra charge to facilitate full day care.

If eligible, families can also claim up to 30 hours provision, which is operated on a 6 hour session length, with lunch taken as part of the session. Parents claiming 30 hours provision can also buy a 'bolt-on' session in effect extending the school day for their child by 30 minutes.

Where possible, 'vacant' nursery sessions will be offered to parents for a charge, to allow parents to take more than the usual five sessions offered. These are only available on a term-by-term basis.

Nursery sessions:

The morning session for pupils not taking extended entitlement:	9am to 12noon
Lunch Club bolt on to normal 3 hour session:	12-12.30pm
The afternoon session for pupils not taking extended entitlement:	12.30-3.30pm
6 hour session for those claiming extended entitlement:	9am-3pm
Optional bolt-on for extended entitlement families:	3pm-3.30pm

Where fees are chargeable, these are should be paid in full within the first 2 weeks of the $\frac{1}{2}$ term for which they are due. Failure to make prompt payment may result in paid sessions being withdrawn. If you experience difficulty in making payment, please contact the School Office to discuss payment plans.

Should the number of children registered for the nursery be over the maximum limit (26 per session) then priority will be determined as follows, following the North Yorkshire County Council protocol:

- a. Children with Statements of Special Education Needs.
- b. Children who are recommended by The Director of Social Care, including children in the care of the Local Authority or by the appropriate Designated Medical Officer.
- c. Children from homes disadvantaged by poor housing conditions or overcrowding, or from a background which is prejudicial to the child's normal educational development.
- d. Children from one parent families.
- e. After the priority admissions described above have been determined other admissions will then be made for children within the school's normal catchment area, this being within the 'triangular' region set between Tadcaster west of the River Wharfe, Papyrus Villas and Towton.
- f. Children from outside the school's normal catchment area with siblings in school. Allocations based on age - oldest first.
- g. Children from outside the school's normal catchment area (nearest to the school first).

Notes

1. Offers of places for the Nursery will usually be made to parents, in writing, just prior to the preceding half term before the children are due to start.
2. It is expected that families requesting a place on one of the grounds (a) to (d) above will provide documentary evidence to support their application. Wherever possible this should include a supporting statement from a third party e.g. Social Services, Local Education Authority, Medical Officer etc.
3. In the case of difficulty in deciding on the admission of a pupil not in receipt of a Statement of Special Education Need then the following procedures will be followed:
 - The needs of the specified child must be balanced against the needs of the other children attending the Nursery Unit
 - Discuss with parents the child's difficulties and needs
 - If possible the Headteacher should arrange for him/herself, the SENCO and/or the Nursery Teacher to meet and observe the child, if possible, away from the parent/s
 - Obtain relevant reports from those involved with the child e.g. Pre-school Peripatetic Special Needs Teacher, Speech therapist, Child Development Centre, Educational Psychologist, Health visitor etc
 - Engage assistance of Special Education Advisory and Support service
 - Request advice of the Area Education Officer
 - Headteacher and the Governors' Admissions Committee to make a decision on admission. The decision must have due regard to all the above statements. If doubts still exist as to the suitability of provision, the Headteacher, with approval of the child's parents, will request a formal assessment be carried out to determine the future educational needs of the child, before admission be considered further
4. In the case of over-subscription for 'full day care' spaces will be allocated with priority given to criteria a-d and also to the oldest pupils (in readiness for full-time schooling)

Main School Admissions

Riverside School strictly adheres to the North Yorkshire County Council Admissions Procedure, which is available on www.northyorks.gov.uk Responsibility for all main school admissions lies with the Local Authority and NOT with the school. For September 2019 our Reception admissions number is 60 pupils.

Parents who would like their children to attend Riverside School must:

- complete the Local Authority Admission Request Form (available from the school or online via www.northyorks.gov.uk or the school website) and return it to: Harrogate Education Office
- complete the school's admission/registration form and return it to the school.

Children are admitted to Reception class at the beginning of the academic year (September) during which they will celebrate their fifth birthday. The academic year begins 1 September and finishes 31 August of the following year.

Infants usually transfer to the Junior Department (Key Stage 2) at the beginning of the September following their seventh birthday.

5. Looked After Children

Pupils who are technically in the care of the local authority (ie with foster carers) will have enhanced admission rights according to NYCC policy.

We take provision for Looked After Pupils to be a matter of absolute importance. We will liaise with all appropriate agencies and tailor our pastoral and educational support systems to suit. Provision for and progress of LAC pupils is a 'standing' item on the agenda of our full governing body.

6. School Organisation

Riverside School is essentially divided into 3 Key Stages - the Early Years Foundation Stage (Nursery and Reception), Key Stage 1 (years 1 and 2) and Key Stage 2 (years 3 to 6).

Our Foundation Stage currently consists of a 52 place nursery, along with two reception aged classes.

Each year group from year 1 to year 6 has two separate classes with variation in size of class according to size of year group cohort.

Class cohorts are not selected on ability or gender, though children are sometimes moved either at the start of an academic year, or mid-year, for social or educational reasons. We review class groupings annually. The normal teaching unit is the class with its own teacher. At times within year 6 we do also make use of differentiated provision for Literacy and Maths, where children are taught for these subjects in ability based groups. Within each class there is considerable flexibility and the teaching methods vary according to the activity, task, learning experience and the age of the children. For some other areas (eg PE and phonics) year group cohorts are either 'pooled together' or taught in ability bands.

7. The School Day

Reception and Key Stage One

9.00 am - 11.40- 12.40pm-3.20pm Total teaching time minutes (excluding time taken for worship and breaks)		12.40pm daily - 4 hours 25 registration, collective
Total teaching time weekly - 22 hours 05 minutes		

Key Stage Two

9.00 am - 1.10 pm - 3.25 Total teaching hours 45 minutes (excluding time taken for worship and breaks)		12.10pm pm time daily - 4 registration, collective
Total teaching time weekly - 23 hours 45 minutes		

Children should not arrive at school before 8.50 a.m. (children arriving by minibus excepted - these pupils have additional supervision provided by school)

All Children may be brought straight to the designated entrance for the class by a parent when doors open at 8.50am. Year 5/6 with walking permissions may wait in the designated line area from 8.50am. On wet days, all children should go to the designated entrance for their class. It is expected that parents will not leave pupils until doors open.

Break times: For reasons of health and to prevent litter in the school grounds, sweets are not allowed at any time during the school day. The continued support of parents in this matter will be greatly appreciated.

We benefit from the National Fruit and Veg scheme, providing a variety of fruit and vegetables each day in EYFS and KS1. Many children also bring in their own fruit for snack times. We request that children bring a refillable drinks bottle and all classes have access to water for these through the day.

8. Curriculum Information

Extract from the *Governors Curriculum Statement* - reviewed against the new National Curriculum in 2014 (also contained on the school website)

The STAR Multi-Academy Trust - Curriculum Principles

The curriculum in each of our schools will be designed to help children become well rounded individuals who have had opportunities to develop:

1. Themselves

To become:

- Physically and mentally healthy
- Informed risk takers, problem solvers and critical thinkers
- Articulate communicators
- Reflective, resilient and able to self-regulate

2. Their ability to interact with others and contribute positively to society

To become:

- Tolerant and respectful of others: different people, places and cultures
- Responsible, aware and engaged citizens: locally, nationally and globally
- Able to develop appropriate and successful relationships

3. The knowledge and skills which will equip them for life

An entitlement to:

- Develop mathematical fluency and essential literacy skills
- Be taught a broad, rich and age appropriate programme of study in every subject
- Stimulating and exciting learning experiences both within and beyond the 'classroom'
- Opportunities to take part in sport, performance and other creative activities
- Careers education and guidance

Each school will ensure that its curriculum:

- Reflects local context and is responsive to need
- Is informed by the National Curriculum programme of study for each subject
- Delivers careers education as defined by the Gatsby benchmarks

Riverside School - Curriculum Intent Statement

At Riverside School, the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there

is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. This brings to life our vision 'Learn to live and live to learn.'

Our overarching school curriculum aims are therefore:

- *sharing and encouraging a love of life-long learning; developing an understanding of learning in itself;*
- *help pupils to receive challenging, stimulating, worthwhile and enjoyable experiences throughout the curriculum in the belief that living fully at every stage of development is a sound preparation for a full and happy adult life;*
- *help pupils, through hard work, commitment and self-discipline, to achieve the highest standards of which they are capable;*
- *help pupils in the development of their own individuality and independence, enabling them to discover and recognise their own strengths and areas of focus and set ambitious goals accordingly;*
- *help pupils to develop lively, enquiring and creative minds, the confidence to question, and the ability to express their opinions and challenge those of others rationally, applying logical thought and appropriate communication and information skills;*
- *help pupils to acquire concepts, knowledge and skills relevant to a rapidly changing world;*
- *help pupils to develop an awareness and appreciation of human achievements and aspirations;*
- *help pupils to develop a concern for the quality of the local and wider environment and to understand the world in which they live and work, and the inter-dependence of individuals, groups and nations;*
- *help pupils to secure understanding of and respect for religious and moral values and appreciation and tolerance of other groups, races, religions, ways of life and points of view; to understand and celebrate diversity*

How do we implement these aims? Key qualities in implementation....

1. High expectations, challenge and a focus on improvement

- • builds confident, independent learners in all our students
- • makes coherent links between subjects and develops concepts, skills and attitudes as well as knowledge
- • provides for active learning and collaborative activity, developing applied oral and written skills
- • makes exciting and productive links to home-learning opportunities including consolidation, research and completing 'practical challenges'

2. A broad, balanced, rich and exciting curriculum

- • is imaginative, relevant, creative and inspiring providing challenge, motivation and excitement for our pupils
- • remains broad and balanced with clear progression in all subjects of the current National Curriculum
- • is child centred, using 'pupil voice' in its design, building on previous knowledge and being flexible to pupil interest and open ended as themes develop
- • is rich with first hand experiences both on and off site, making full use of our school site and local community
- is relevant to local, national and international themes and events
- • offers every child opportunities within music, art, performance and PE
- through our Eco-Schools status, ensures every pupil understands their part in building a sustainable future

3. Developing basic skills as a gateway to lifelong learning, including those in literacy, numeracy, ICT and social skills

- prepares our pupils for life including through the application of skills, concepts, attitude and knowledge linked to our local community, nation and the wider world
- embraces new technology
- fosters the ideologies of sustainability and active citizenship
- teaches values and skills which nurture Modern British Values
- provides quality talking and writing opportunities

4. **The promotion of pupil well-being**

- is inherently inclusive but actively teaches about inclusive values including equality and equity
- makes provision to allow every child to flourish and encourages their individual interests including through opportunities within and beyond school
- ensures every pupil is encouraged to maintain a healthy lifestyle
- teaches pupils about emotional and mental health, about the learning process itself and about emotional self-regulation
- provides for both learning and emotional support including through our Learning Mentors and Inclusion Team

5. **Recognising attainment, progress and effort equally**

- challenges children to make excellent progress in core literacy and numeracy areas of learning and apply these skills within cross curricular studies.
- recognises success and strives for progress and achievement across the entire curriculum
- provides opportunities for pupils to explore and develop across the entire curriculum - learning an instrument, on the sporting field, in art, etc

6. **Staff consistency**

- allows all pupils to have a high quality educational experience as they progress through school, ensured through careful policy development, professional discourse, work scrutiny, monitoring and pupil discussion
- a coherent and positive whole school ethos

7. **Principled delivery**

- We will maintain our eco-principles:
 - o Reduce use of paper and copying
 - o Ensuring that foodstuffs are used with due regard for world shortages and not in everyday art activities etc
 - o Reduce use of plastics eg use of eco-glitter
 - o Educate directly about ecological issues
- We will avoid tokenism by ensuring that trips, visits, activities are linked in carefully and avoiding generalisation and stereotype instead nurturing diversity, equality and equity
- We will take active opportunities to embrace collaboration - discussion, challenging inequality and injustice
- Relevancy - Whilst we will actively discuss world news events, we will strive to maintain a politically neutral stance by using language such as 'some people say/believe that...'

Our School Development Plan contains specific management objectives related to learning and the development of our curriculum. It is available to view via request at the School Office.

We aim to ensure our curriculum provides equity for all children, regardless of their ability, gender, ethnicity, race or physical ability.

How is this curriculum delivered?

- Children are taught in mixed ability classes. However, there are some additional grouping arrangements within year groups and classes, especially for elements of numeracy and literacy. This is always carefully planned for impact
- The Early Years Foundation Stage Curriculum is structured to provide a high degree of integration of subjects, in order to accommodate the Early Learning Goals. Here the learning takes place through play-based provision. Elements of this practice are also provided into Years 1 and 2, to maximise continuity and thereby learning
- Throughout Key Stage One and Two, many subjects are inter-woven into thematic study. However, in years 1-6, there is also discrete teaching of some subjects, including some aspects of maths and literacy
- Reading, writing, numeracy and ICT skills are taught specifically, as well as being embedded throughout the curriculum. Within all subjects, pupils have access to appropriate, challenging texts and are expected to apply the very best literacy skills – both spoken and written
- Teachers have discretion to 'dismantle the timetable' and create blocks of learning as appropriate to the elements being studied – for example a whole term's learning in a subject could take place during a focus week
- Pupils are involved in the 'pathway' through their learning through an ongoing assessment process which begins before a unit is even taught with 'what do we already know' and 'what would we like to find out'
- Many learning opportunities have at their heart learning questions such as 'what is the legacy of the Tudors today?'
- 'Focus Group' work in class, whether during lessons or over assembly times, especially in maths and literacy. This is something that we operate for all ability levels
- Group and individual activity – this sometimes takes place for specific, time-limited, focused intervention work. Again, this can happen at all ability levels. Due to the nature of this work, it sometimes takes place outside the classroom environment. Such groups vary in size and the focus may be on 'precision' elements of learning (pre- and post- teaching) or may be based around other aspects such as social and emotional development
- Children with Special Educational Needs have in-class differentiated provision within the school's mainstream provision. The only exceptions to this are those children who receive additional literacy/numeracy/pastoral support through intervention programmes and those children with Education Health Care Plans who may receive specific and targeted support outside the classroom such as Speech and Language, Play or Physical Therapies. Some of these pupils may also receive intervention work using visiting professional expertise, such as speech therapists
- The use of specialist teaching for specific subjects – whether internally provided or by external coaches and teachers, for example coaches in PE facilitated through our Primary Sports Premium
- Shared teaching – whereby two classes may join together to teach units of work, utilising staff skill and experience to best advantage.
- Links made with other schools, including local primaries, Tadcaster Grammar School and local specialist link schools
- Specific teaching/learning opportunities such as music lessons and choirs – often these are for individuals or small groups
- Additional and different provision for specific students who show potential to excel in a subject or aspect of learning – this may consist of in-class activities or carefully planned opportunities linking with other schools and external bodies (including our local STAR Schools arrangements)
- Appropriate use of paired and group tasks to develop social skills, team role/personality development; this includes strategies such as paired reading between older/younger pupils

- Visits and visitors, both within the school day and on a residential basis; these are always linked into curriculum planning to maximise the impact on learning; they include the use of visiting authors and consultants who bring specialisms to enhance our repertoire
- Good primary learning is often not a 'static experience' - we encourage active learning, outdoor learning and pupil discussion
- The arrangements for homework are covered in the school's most recent homework guidance. A year-group termly newsletter to parents details both the curriculum work which is to be undertaken and ways in which parental support can benefit the pupils. This guidance is circulated to families at the beginning of each term, as well as being placed on the school website
- Every year group has generated a Year Group Pledge detailing just some of the learning experiences to be had at school and home during the year
- Alongside these, at school level, we pledge that every pupil will have:
 - The opportunity to learn a musical instrument for at least six months
 - The opportunity to perform on a theatre stage
 - A developed understanding of ecology and sustainability through our Eco-Schools work
 - Opportunities to engage with sporting festivals and competitions
 - Opportunities to engage in pupils voice and democratic activity
 - A range of arts experiences, including performing arts, which provide opportunities for all pupils to explore and develop creativity
 - Opportunities to visit and explore local landmarks including visits to local places of worship
- Our Riverside School Curriculum Offer is enhanced by a termly extra-curricular club calendar which allows pupils to further develop their interests and skills beyond the classroom

How do we know it's working? What is our Curriculum impact?

- We assess our pupils learning and progress in various ways. Most vitally, through direct in-lesson discussion and observation and through careful Marking and Feedback. We also follow the STAR Trust Assessment Policy which uses half-termly standardised tests to benchmark attainment and progress in maths and reading and annually in writing. The use of 'formative assessment' plays a vital part within the curriculum, measuring the progress of pupils:
 - To determine whether individual learning objectives have been achieved
 - To identify individual pupil progress in different aspects of the curriculum
 - To inform future lesson planning
 - To inform parents, pupils and schools about individual achievement
 - To inform the wider community about the performance of the school
 - To enable the study of trends in pupil performance.
- We record the progress and attainment of each pupil and report to parents in a way that:
 - Demonstrates the outcomes of National Curriculum and other externally accredited assessments
 - Records experience and achievement, where relevant, in core skills such as communication, numeracy and ICT.

Planning for meeting curriculum objectives will be in line with school policy. Subject Leaders have used the National Curriculum Guidance to define a 'Curriculum Checklist' for each subject defining the content to be taught in each year group over the year. Year group teams then map out this content across all subjects over the annual calendar.

The majority of subject content is delivered through thematic learning. Teachers draw up the main teaching objectives for each half-termly unit of work, the activities required to meet these objectives and the relevant assessment criteria/activities.

Planning is circulated to all Subject Leaders and Medium Term Planning is made available to both Subject Leaders and the Headteacher. Teachers place termly overview matrices (which we term 'jigsaws') onto the relevant year group website page to share with parents.

Subject Leaders are responsible for monitoring the implementation of their subject along with the impact on learners. Subject Leaders describe the impact within their Subject Position Paper and every Subject Leader reports formally in person to the Local Governing Body on an at least annual basis.

Sharing our curriculum with parents and pupils

We share our curriculum planning and themes with parents through:

- 'Welcome to' workshops at the beginning of the year
- Specific themed workshops eg phonics
- A termly year group information letter and 'planning jigsaw'
- Year group website pages
- Our Curriculum Pledge Booklet

We share our successes and outcomes with parents through newsletters, our website, Twitter and Facebook, open evenings and twice yearly individual pupil reports

The Subjects of The National Curriculum:

Mathematics	English
Computing	Design & Technology
Art and Design	History
Geography	Science
Music	Physical Education
Religious Education	P.S.H.E. (includes Relationships, Sex and Health Education)
MFL – French	

At the end of each Key Stage (Y2 and Y6) the children are assessed both by their teachers and Standardised Tests (STAs). In year 1 there is a DfE set phonics test and in Year 4 a multiplication test.

The following sections outline content by subject. Content is available by year group on our main school website in each of the year group pages.

English

Language plays an important part in the intellectual, social, personal and aesthetic development of children. We



teach our pupils to read, write, speak and listen so as to promote not only enjoyment but also a sense of achievement. Throughout the school the teaching of English unites the elements of Speaking & Listening, Reading and Writing, Spelling punctuation and Grammar into a comprehensive whole.

We give our children opportunities to develop all their language skills through narratives, poetry, non-fiction and plays amongst other genre. We also encourage links with professional authors wherever possible. We host a year 6 Able Writers Project for the locality for 3 days each year.

We have very high expectations of our children and closely monitor progress. All aspects of the English curriculum play a vital part in other subjects as well as being taught separately.

We try to help children to speak confidently and to express their thoughts clearly. At the same time they are encouraged to listen with proper attention and have the necessary skills to understand what is being said by others. Much of this work is part and parcel of other work in the curriculum but is often done for its own sake. Some children do need very special help in this field.

Synthetic phonics are taught to pupils using a variety of resources. Daily phonics delivery from children's point of readiness in Reception continues until pupils graduate from 'phase 6' which is usually around year 3/4. Phonics sounds are linked to homework and spellings so parents can practice with their child too.

We provide a large and varied selection of books in the class and school libraries. The pre-skills of learning to read start in our Nursery and follow through EYFS developing to the skills the children require for the early recognition of words. A considerable amount is done by using the children's own language. From here it continues through use of various core reading schemes. Our main scheme is the Oxford Reading Tree, supplemented by materials from Ginn, Cambridge and Jelly and Bean schemes; these are organised into book band colours, to give children the opportunity to experience breadth and range of reading materials to develop their reading skills. All our reading resources are carefully chosen to give visual as well as auditory pleasure. Guided Reading materials include published schemes such as National Geographic non-fiction scheme, Ginn Lighthouse as well as Rigby Rocket materials.

The school has produced a Help Guide for supporting literacy at home - this is available via the school website. Whilst children are initially very much 'learning to read' as they make further progress this moves on to reading to learn. We aim that each and every pupil reads EVERY day.

Mathematics

Our aims in teaching mathematics are that all children should achieve a high standard in numeracy and in a range of mathematical skills which they are able to apply with understanding and confidence. We expect them to enjoy the subject for its own intrinsic worth and study it with increasing confidence and a sense of achievement. We strive to promote positive attitudes to mathematics along with an understanding of its importance in everyday situations and the world of work. Our teaching centres on key skills in numeracy involving a wide range of practical techniques and resources. Considerable emphasis is placed on mental maths. This is a key area where parents can get involved in helping their children with mathematics at home. Support resources for these SMIRFs (Space Mission Instant Recall Facts) are again available via the school website.



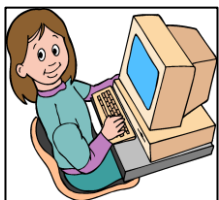
Science



Science is about curiosity and wonder. Children are naturally inquisitive about the world in which they live and we aim through enjoyable practical activities and first hand experiences to develop skills and a body of knowledge. We expect the children to predict, question, hypothesise and understand the concepts of a scientific investigation. Children may work individually or collaboratively in a group where they develop their personal qualities and investigative skills. The teaching of the Science curriculum takes many forms. It is on some occasions part and parcel of an integrated curriculum while at other times it is subject based. The general trend is, however, for Science to be taught more and more as a subject in its own right as the children progress through the school. We have invested a considerable amount of time and money in the creation of a Science resource base. The school has been accredited with the Primary Science Silver Quality Mark.

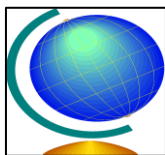
Computing

Computing is provided for all children. Its place in the curriculum is concerned with the development of confident and purposeful use of I.T. equipment as well as software to enable the children to communicate, handle information, support their problem solving, recording and expressive work. Clearly, the use of I.T.



filters to all subjects and cross-curricular themes. As part of our provision we have a wonderful suite of 30 computers for school and community use. As well as this, each class has at least one PC and access to additional lap top computers. We also have a set of net-books and i-pads for use in class and around the local community. All school hardware is updated on a rolling replacement cycle. Interactive teaching screens are installed in all classrooms as well as in the ICT Suite. All of our computers are networked and connected to the internet via the Local Authority 'firewall.'

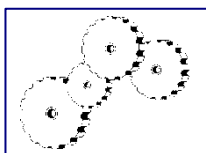
The Foundation Subjects



It is through the **HUMANITIES** that History, Geography and some Science is taught. In the younger age groups the content is covered through a topic approach. In the older year groups, however, it becomes increasingly necessary, due to the nature of the content and the demands on the children to teach through independent subjects. Through the planned work we aim to introduce the children to, and develop in them a greater understanding of, the physical world around them and the lives and work of those inhabit it. We also want the children to be curious about, and know something of, the people who lived before us.

Where possible and applicable the work is based on the local community and/or educational visits. In a bid to make the work more relevant, 'real' and exciting to the children, we have created and are continuing to expand a Geography and History resource base incorporating books, maps, videos, artefacts etc.

Design and Technology

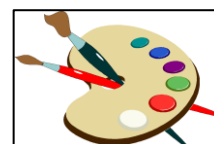


Within this area of the curriculum we endeavour to develop the children's design and technology capability through combining their **Design** and **Making** skills with **knowledge and understanding**. It is about identifying needs, generating ideas, making and testing to find the best solutions. On many occasions the activities are linked with science and art topics. The process of practical problem solving is founded in design and technology. In the early stages situations may be highlighted in discussion, perhaps as a story with the children, or perhaps as an extension of a theme or topic. As the children develop it is expected that they will be able to identify their own needs from a variety of circumstances. Individual responses to the solution of problems are encouraged.

Art

Children are offered many opportunities to express themselves with a variety of media. The influence of a number of artists is investigated in a simple way and their pictorial representations are used as a stimulus for the children.

Art work is exhibited throughout the school with a view to increasing the attractiveness of the school, to encourage and stimulate children, and to demonstrate that the school values quality and effort.



Music



Music is important in the life of the school. All children are offered music making opportunities, as well as opportunities to listen. The school uses music scheme materials to provide a common, developmental, progressive and structured core. All pupils in year 4 are given a musical instrument (clarinet, cornet or trombone) for home loan and taught 1 hour per week through class music activities.

The County Music Service through its peripatetic teachers currently offer in-school tuition on the following instruments: violin, viola, cello, keyboard, guitar, trumpet/cornet, trombone, clarinet, and flute. Parents who wish for their children to learn an instrument through the County's Music Service must apply by completing and submitting the appropriate request form which is available from the school office. It

is important to note that parents are expected to make a financial contribution towards tuition fees, however, the school owns a number of flutes and clarinets which children are very welcome to borrow and take home to practise with.

Physical Education



The school places considerable importance on the principle of physical education for all within the normal day to day curriculum. Wherever possible (given the fact that inclement weather can stretch our hall timetable!) children have 2 hours per week of quality curriculum based PE provision.

Throughout their primary education the children will gain experiences and have opportunities to practise, develop their skills and participate in soccer, touch rugby, netball, cricket, rounders, quik sticks (hockey), gymnastics, dance, and athletic and quad-athletic activities. Y4 children have the opportunity to take part in a residential visit which has an outdoor active experience as its central theme. Year 6 take part in a residential visit building on previous skills from the Year 4 experiences where possible.



Swimming lessons are offered to children in Year 4, with 'catch up' lessons offered in years 5 and 6 where pupils have not reached the required national standard and numbers allow these additional lessons to be viable. These lessons take place at the Tadcaster Community Pool through the expertise of the centre's own instructors. To help meet the costs for these lessons, the school usually asks for a voluntary contribution from parents.

Where possible, many opportunities are provided for the extension of the PE programme through extra-curricular club activities for those children who simply wish to join in because they have learned to enjoy the activity and would very much like to do some more. These extra-curricular activities (soccer, cricket, netball, rounders, badminton, gymnastics, karate, dance, athletics) cater for children of all abilities and either sex.

Inter-school fixtures (friendly and competitive league) provide an excellent opportunity for all children to represent their school. We take part in many 'festival' type events as part of the local Sports Partnership. The school also works very closely with outside organisations, including Tadcaster Albion AFC, Yorkshire County Cricket Club, Leeds United AFC and York City Knights rugby.

All children are expected to change into suitable clothing and footwear for physical education.

That is: shorts and T-shirt/leotard (team colour house tops from Year 1- please ask for information)
trainers or pumps (outdoors)
bare feet (indoors)

We do ask that all clothing for indoor P.E. is appropriate - we prefer simple plain T-shirts or polo shirts and blue or black shorts. All jewellery and other personal effects must be removed before a P.E. lesson.

Religious Education



We aim to foster a spirit of tolerance, co-operation and understanding both within our own community and in the wider world. Religious Education is central to our efforts. We teach children about Christianity and other world religions. We see ourselves as part of a village community in a wider society that is multi-faith, multi-cultural.

Our R.E. curriculum is provided in accordance with the Agreed Syllabus produced by North Yorkshire County Council. In the main, aspects of Christianity and other religions will be explored in a cross-curricular way, utilising first hand experiences wherever possible. We

utilise the experience of various visiting clergy and other members of faith communities to help in both curriculum delivery and acts of collective worship.

MFL - French

Our school's aim is that pupils will develop a genuine interest and positive curiosity about foreign languages. At KS1, children will be introduced to French through rhymes and songs. At KS2, all four skills in language learning are taught: speaking, listening, reading and writing. The languages scheme used at Riverside, provides



children with a deeper understanding of other cultures and lays down foundations for future language learning at KS3.

P.S.H.E

PSHE - Personal, Social and Health Education, Equalities and Diversity, Sex and Relationships and British values. These all go together to make a package of vital knowledge and skills for our children- a toolkit for coping with real life.

Together they include a huge range of subjects such as keeping safe, relationships, managing feelings, healthy eating, making sensible choices, and respect for others, plus a firm grounding in the basic values of which we would all approve. In fact, without a good grasp of PSHE principles, it is difficult to imagine our children achieving the happy, fulfilled, independent and healthy, adulthood that we all would wish for them; as useful members of society, able to make and enjoy good relationships and to make sensible decisions.

Sex Education

This is not taught as a separate item of the school curriculum. However, some aspects (for example, reproduction, looking after ourselves, good health/our bodies) are covered as part of the science curriculum throughout both key stage 1 and key stage 2. KS2 pupils are also taught about puberty in single sex groups, by school staff. The main teaching unit is in year 4 and is then revisited in upper juniors in year 6. Parents are informed when this will take place and what will be covered. They are also invited to preview any materials used.

It is of great importance that the policy and its execution are clearly seen to be set within both a moral framework and the school's aim of encouraging high and personal and social standards for each individual. We believe that the responsibility for personal, social, health and sex education is a **shared** responsibility between the home and the school in an endeavour to promote within each child a healthy and positive respect for their bodies and other people's bodies.

Parents will be given the opportunity to exercise their right to withdraw their children from all or part of the sex education offered.

Curriculum - general

The thematic approach has proven to be an interesting way of covering the National Curriculum's core and foundation subjects. It is not, however, essential to cover all subjects in any one topic. Teachers, when planning their work, ensure that all the required content as laid down by the National Curriculum is taught either through the topic approach or separately on a discrete subject basis.

The school is fortunate in having a number of talented and enthusiastic staff within the curricular areas of information and communication technology, music, art, P.E., and Religious Education. Because of this some teachers prefer to use the teaching strengths of their colleagues and exchange classes for these activities.

9. Collective Worship

The Education Reform Act (1988) requires that there must be a collective act of worship for all children each day. This can be organised for different groups of children, or the school as a whole, and at any time of the school day. Most acts of worship in any term are broadly Christian and non-denominational.

Religious Education must be provided for all children in accordance with a locally agreed syllabus. This is explained in greater detail in the section dealing with the curriculum.

Parents are reminded of their right to withdraw their children from the corporate act of worship and Religious Education. Any parent wishing to exercise this right is invited to contact the Headteacher to discuss the position.

10. Special Educational Needs and Disabilities (SEND)

For various reasons a small number of children do not progress quite as well as we would wish. A child has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made to him/her.

A child has a learning difficulty if he/she has:

- a) a significantly greater difficulty in learning than the majority of children of the same age;

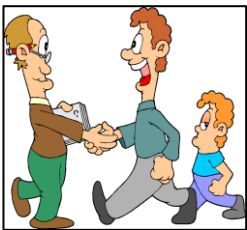
b) a disability which either prevents or hinders the child from making use of educational facilities

We believe that:

- * pupils with S.E.N.D. are the shared responsibility of all staff;
- * pupils with S.E.N.D. should be integrated as fully as possible into the educational and social life of the school with all staff positively promoting and encouraging a learning and living environment which is both appropriate to and meets the needs of the children;
- * parents should be involved as partners;
- * pupils with S.E.N.D. are entitled to a broad, balanced and relevant curriculum with differentiation to ensure maximum progress.

Detail on our school offer for SEND is contained under the 'information' link on our website.

11. Working With Parents - supporting parents and promoting engagement in learning and development



We want your child to be happy at school - to enjoy his/her time here and to work to the best of their ability. If we are to bring this about, home and school need to work together. They need to know and understand each other and build a close, genuine and trusting partnership.

Before it is time for a child to join either the Nursery or the Reception classes we will welcome all parents and their children into the school to meet the teachers of the respective classes. This will help the children to become familiar with their

new surroundings and will create opportunities for them to chat about school with mum and/or dad. In addition, parents will be invited to an informal meeting where information will be passed on to them and where they can raise issues that may be of concern to them prior to the beginning of their child's compulsory schooling. For nursery aged pupils, we will also make a home visit and visit any other settings they may attend.

Information will be passed on to parents whenever it is needed. We listen to your worries and anxieties. If an issue is really worrying a child's parents they should come immediately to speak to class teachers or, if the matter can wait a little, make an appointment. This will enable the school to set a time aside to deal with the matter properly and in a relaxed way. Every effort will be made to meet requests from parents to visit at a particular time.

Open evenings are arranged three times a year (October; March/April; June/July) when parents and teachers can meet to discuss progress and pass useful information to each other. Similar arrangements can be made at any time of the year if either School or parents think it is necessary for a particular child.

Some things parents can do to build up a sound relationship with the school:

- *get used to coming into the school and feeling at ease there. This does not mean always being on the school's doorstep, but it does mean never hesitating to come to school if the need is felt*
- *never believe or take notice of rumours. Always ask the School directly*
- *support the School. Attend sports days, concerts, fund raising events, parents' and children's games evenings, meetings etc. whenever you can*
- *we also welcome all family members to come and help in school, whether regularly or occasionally - please contact the office if you have some time available and would like to get 'stuck in!'*

We also have two Learning Mentors in school, who work to support pupils where there may be 'barriers to learning' such as behaviour, bereavement, family break-up, etc. Contact information is available via the school office and website.

There is a thriving parents' association, 'Friends of Riverside School', which holds its Annual General Meeting during the Autumn Term and organises many events during the academic year. Your active support and involvement will be very welcome.

There are currently two parent representatives on the School's Governing Body. They are elected by ballot. Parent representatives serve for a period of four years.

12. School Council

Riverside School Council has elected members from all classes. Meetings are held at least half-termly around a huge range of issues. Focus groups are also working actively to support improvements to the school grounds and ecological issues, as well as various pastoral policy developments. To find out more about the work of our school council, visit their page on the school website.



13. Home Learning

This covers any activity which pupils are asked to do outside lesson time either on their own or with parents. Its aim is to support the work done in school, reinforcing or extending learning. Each term the class newsletters will keep you informed of anything you could be doing with your child at home, or whilst about the locality to support the work being done in class.

Home learning also offers parents a valuable opportunity to share in what their child is doing at school and provide encouragement and support. Whilst every child and home situation differs, some of the best work results from working alongside adults in a social setting, such as at the kitchen table.

Home learning may include the development of numeracy and literacy but may also include creative, extended research, or even practical tasks. It also includes daily practise of reading and weekly tasks such as spelling and tables practise.

Our approach to home learning varies according to the age and needs of the child, as well as the curriculum content being studied. More detailed information is available from the school and on the school website.

14. Pastoral Care & Behaviour Management

Pastoral care is implicit in the class teacher system. Close relationships between teachers and children on a day to day basis are vital and fully recognised. Each teacher is also aware that, to some degree, every boy and girl in the school is his or her responsibility and that all children must be made to see and feel that they are important and valued members of the school.

At lunchtime, the staff who supervise the children during the meal and on the playground will deal with minor injuries and other problems. Any serious matters will be reported by these staff to the Assistant Headteacher.

We try to do all that we can to help each child enjoy life in the here and now, in the belief that a full, happy and secure childhood is the best possible foundation for a full and happy adult life. The corporate life of the school, with its stress upon consideration for others, kindness, courtesy and good manners, has much to contribute to this end.



The school has a short set of whole-school rules, which is linked in to a 'zonal' behaviour system. Full information is available in the Behaviour Policy on the school website and is circulated to parents as their child starts the school. Essentially this is a system of positive reinforcement, with very little recourse to sanctions. Discipline in the school is operated within the structure of an implicit code of sensible conduct, based around the school and class rules. Every effort is made to keep all forms of punishment to the minimum. We prefer to rely on confidence and personal sympathy, respect, consideration for other individuals and groups, good manners and the gradual achievement of self-discipline.

From time to time we do have a small number of children who refuse to conform to acceptable standards of behaviour. On these occasions we ask parents to support our attempts to develop self-discipline in all children.

As a last resort, Governors may require a child to be excluded for a limited period of time.

Our behaviour and anti-bullying policies are available via the school website.

15. Taking Leave During Term-time and Other Absence From School

Should you know that your child is going to be absent from school (e.g. doctor's appointment) please inform the class teacher. In a bid to keep our own records straight we prefer written notification. On most occasions, however, absences cannot be predicted. Please let the school know on the first morning of absence. We will contact you if we have not received a message to ensure we are aware of how your child is. This will prevent any child being penalised with an 'unauthorised' absence. Schools are now legally required to distinguish between 'authorised' and 'unauthorised' absences in their class attendance registers. An absence report is also generated alongside the child's annual report in July.

Where attendance begins to be a cause concern, we may contact you during the morning of each day to check on your child's welfare. In cases of continued concern, we may refer your child's attendance to the NYCC Early Help Service.

No child is allowed to leave the premises during school time unless collected by a responsible and known adult from the main School Office.

It is expected that parents will refrain from taking leave during school term time. The most recent guidance states that headteachers may only grant leave to a child under EXCEPTIONAL CIRCUMSTANCES - which does not include taking a holiday! Permitted circumstances include:

- During/after a family crisis - usually with a doctor's note
- Bereavement
- Forces returning from posting overseas

Please try to work with school, as quite simply, we cannot authorise leave that does not fit these criteria and fall foul of the law!

If in doubt, please arrange to have a chat with Miss Woodward well before you consider making arrangements.

16. Dress Code/Uniform

We do encourage children to wear our school uniform, which consists:

Round necked sweatshirt or cardigan	: Royal blue (with school badge optional)
Short or long trousers	: Grey (EYFS encouraged to wear 'jogging bottoms' style)
Skirt or pinafore dress	: Grey
Shirt/blouse	: White or light blue
Dress (summer)	: Light or dark blue gingham
Socks	: Grey or white

The following items of school uniform are available from our local uniform supplier (order forms in school and on our website):

School sweatshirts	: Royal blue (with embroidered school badge optional)
Cardigans	: Royal blue (with embroidered school badge optional)
School polo shirts	: White with embroidered school badge
School T-shirts (P.E.)	: Colour teams with printed school badge

(Please make sure all garments are named)

Occasionally children arrive at school wearing somewhat eccentric clothing (and even hairstyles) and this can indicate a challenge to authority. In such cases the children will be asked, and be expected, to conform to a more conventional standard.

Children throughout school are expected to wear their PE kit on the day of PE.- (football) shorts, T-shirt (colour 'houses'), P.E. skirt, or leotard. Colourful beachwear, cycle shorts or eccentric clothing are not permitted. Swimming lessons require a swimming cap, which is again on sale via the school office.

For reasons of safety no form of jewellery (watches, necklaces, bracelets, rings, earrings etc.) may be worn during P.E., games or swimming activities. On days when the children are taking part in such activities we would ask parents to remove earrings before their children come to school. However, this should not be the norm and as such we would request that piercings/'starter earrings' are first put in place at the beginning of school holidays such as they can be removed during term-time.

17. Off Site Activities



The following activities are usually available to children in the KS2 Department. Participation in these will depend partly on a child's interest and in some cases, a child's ability.

Swimming

Swimming lessons are offered to children in years 4-6 depending on pupil ability. We aim for all pupils to be able to swim at least 25 metres competently by the time they leave Riverside. Most can do much more.

Parents are asked to provide their children with a towel, swimming trunks or costume and bathing cap in a plastic bag or carrier, so that books are not damaged by wet clothing etc. If there is a medical reason why a child should not go in the water he/she will be excused. We consider swimming to be important both in terms of a child's physical health but also as a potential life saver. It is an important part of the curriculum. We ask for a donation towards the cost of swimming activities.

Games and Other Sporting Activities

All children are given opportunities for games and sport within the normal class timetable. To give the most able and/or enthusiastic boys and girls a chance of competitive football the school is represented by teams in the York and District Schools' Football League. Friendly matches with other local school are also arranged from time to time. We have recently competed at County Level in athletics, swimming, gymnastics, hockey and cross-country.

Residentials

We plan two residential visits for our Junior pupils. Year 4 visit Malham for a weekend in late June, with Year 6 taking a week residential in Wales, usually in the summer term. The year 4 residential integrates cultural opportunities with some outdoor and adventurous work. The year 6 residential is much more focused on outdoor pursuits including climbing, walking, orienteering etc. All of this work is fully risk assessed. Parents meetings are held to inform parents of our detailed itinerary.

Curriculum Trips

Every class teacher plans in a variety of exciting first hand experiences to link into classroom topic work. This includes a range of trips. Recent visits include York Museum, Harlow Carr and various wildlife parks and conservation areas. We often request additional parental help out generally on our trips.

18. Charging and Remissions Policy

Educational visits during the teaching day: under the terms of the 1988 Education Reform Act, the school is not allowed to make a charge for school activities such as educational visits. We are permitted to ask for voluntary contributions, and the Governors have given their authority for this. You will understand that our funds are limited and that without voluntary contributions certain activities may not take place. No child will be excluded if a parent chooses not to make a contribution, providing we have sufficient contributions to make the activity viable. All parents have welcomed the continuation of such activities and have supported us financially. Typical visit charges during 2018-2019 were KS2 panto at £15 and swimming at £2 per lesson.

Residential visits: pupils will only be allowed to take part in these visits if an appropriate payment has been received. A 50% remission is available for those families who have passed successfully through NYCC Free School Meals application, whether or not they choose to take up the free meal. Those entitled to Pupil Premium may also request some remission to charges. Residential costs for 2018-2019 were: Year 4 Malham weekend at £99 and Year 6 Wales week at £320.

We may also charge for the provision of additional care such as before and after-school clubs, holiday clubs, extra nursery sessions and Nursery Lunch Club. Whilst we may be able to accept childcare vouchers for this provision, charges cannot usually be mitigated by financial status. For nursery sessional care and lunch clubs,

payment is requested in advance and is non-refundable. Where children have free school meal status, there is no charge for nursery lunch supervision.

Most payments can be made online using ParentPay.

Main fees are set each Spring for the following September and communicated to parents 6 months before any changes. Our fees for 2021-2022 are:

Item	September 2021 charge
Play Place - Breakfast Club	£5.40
Play Place - After School Club	£8.90
Play Place - Holiday Club $\frac{1}{2}$ days	£12.20
Play Place - Holiday Club full days	£22
KS2 meals	£1.70
Nursery meals	£2.30
Infant meals	FOC

19. [Health and Safety](#)

The safety of all children, teachers, parents and visitors is of paramount importance and it is the aim of the school to:

- establish and maintain a safe and healthy environment;
- establish and maintain safe working practices and procedures among staff and children;
- keep under review the arrangements taken to secure the health and safety of all authorised people in the school and its grounds;
- promote cooperation between the school and the LA in a bid to initiate, develop and implement measures aimed at achieving the health and safety of all the school's employees, parents, children and other users of the school and its grounds;
- provide suitable training and instruction.

20. [Medicines In School](#)

Legislation on administering medicine requires that, as a general rule, staff are not allowed to hold medication on site or administer to pupils. However, in special circumstances, where medication is required to be held on site for treatment of long term or life threatening illness, permission can be sought from the Local Authority, with parents filling in appropriate paperwork. Should your child need medicine on a more ad-hoc basis then parents can of course come to school to administer medicines personally.

Pupils with asthma may keep an inhaler on site. These will be stored in a safe location in the child's class. Whilst inhalers must always be self-administered by the child, our policy is to always have a member of staff present to monitor correct use and dosage taken. The school has available a spare emergency inhaler in line with legislation.

Similarly, pupils requiring them may keep epipens on site. Again, these are stored centrally in class.

21. [Complaints Procedure](#)

The school follows the STAR Multi-Academy Trust complaints policy and procedure. Full information on the policy, a guide for parents, along with a proforma to complete, can be found on the school website.

22. Child Protection

Riverside School is committed to ensuring the welfare and safety of all children in school. All STARMAT schools, including Riverside School, follow the STARMAT Safeguarding procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. If staff, parents or pupils have any concerns with regard the well-being of our pupils, they are urged to discuss matters directly with Miss Woodward, the Designated Lead Teacher. In the case of her absence, please discuss your concerns with Mrs Wyatt or Mrs Brown-Bolton who are also fully trained as Designated Safeguarding Deputies.

23. Inclusion, Equalities and Community Cohesion

We believe we are very fortunate to live in a society rich in different cultures, ethnic backgrounds, skin colours and religions. The school aims to promote positive attitudes to gender equality, cultural diversity and special needs of all kinds. We aim to educate, develop and prepare all our children for life. Prejudice and discrimination on the basis of colour, culture, origin, gender or ability is unacceptable. The school is committed to working towards equality of access, provision and treatment for all staff and pupils, regardless of race, culture, language, nationality, religion and other differences.

We acknowledge the complexity of British society and recognise that it would be failing the children if school did not prepare them for their integral part in it. We aim to help our children make the most effective use of their talents, both for the benefit of others and to achieve self-fulfilment.

We believe and encourage therefore that each member of our school community;

 Feel happy and secure

 Feel able to work to their fullest capacity

 Feel respected as an individual who contributes positively to school life

 And this applies to everyone.

The school's Mission Statement and Aims reflect the school's ambitions for all its pupils. Our commitment to these principles is embedded in our Equalities Scheme and annual Action Plan, both of which are available via the school website.

'By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society which is strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community.'

Community cohesion is grouped into 3 headings:

Teaching, learning and curriculum - to teach pupils to understand other, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

Equality and excellence - to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes of different groups.

Engagement and Ethos - to provide a means for children, young people and their families to interact with people from different backgrounds and build on positive relations, including, links with different schools and communities locally, across the country and internationally.

24. Policy Documents

Many policies will be made available via the school website. Should you wish to have sight of or discuss a particular policy, please contact the school office. A small payment may be required to cover any copying costs.

25. Additional Information

a) Children should not bring valuables to school; this includes mobile phones

b) School dinners must be paid for weekly on the Monday of each week, or on the day of taking a meal in that week. We prefer payment online through ParentMail. There is a choice of two hot meals, a jacket potato and salad each day. Our school food is SUPERB and what's more families may pick and choose which days to have school meals and which pack-ups.

Children may bring a packed lunch to school but for reasons of health and the prevention of litter we do not allow sweets at any time during the day. We also operate our school as a nut free environment and would request that parents bear this in mind when sending in packed lunches. Meals are sometimes taken outside on special picnic lunch events - usually at least once a month in the summer.

c) Children leave things at school. Footwear, articles of clothing and other belongings should be clearly marked with your son's/daughter's name. It is particularly important that all items of school uniform are named.

d) If your child has a physical disability or suffers from some chronic illness (e.g. asthma), please inform the school in order to aid recognition of any onset. Any information will be treated in the strictest confidence.

26. OFSTED Summary

The school was last subject to an OFSTED inspection in October 2017. The school was judged as "good" and comments included :

"This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You and the deputy headteacher provide strong leadership, have a clear vision for excellence and are well supported by middle leaders. You have an accurate and honest view of the school through your careful and organised approach to pupils' assessments, as well as the regular checks leaders make on the quality of teaching. You have identified the right priorities for improvement and have well-organised plans for how these actions will be carried out. Leaders are responsive to the changing needs of the school. They consider the recruitment and organisation of staff and governors carefully, to ensure that the team has the right skills and knowledge to continue to take the school forward.

Pupils enjoy coming to school because of the exciting opportunities they have across the curriculum. This learning includes well-planned activities that help pupils develop a strong moral and social understanding. Pupils speak highly of the staff and how they are helped to keep safe and given extra support with their work if they need it. Pupils' behaviour and attitudes to learning are very good. The vast majority of parents and carers are very positive about the education and care their children receive. They particularly value the effective methods of communication the school has with them."

The full letter can be read on our website or on the Ofsted Site.

28. STA Results and Pupil progress

End of Year Standard Test/Task assessments are carried out with Y2 and Y6 classes. This is not an easy task. Many thanks to everyone who has worked hard in administering these tests.

Each July, STA results are entered into whole school 'tracking' software. We then review each child's progress in key areas of reading, writing and mathematics, on a termly basis. This is done via a pupil progress meeting with a senior manager. At the end of each year, overall pupil progress is reviewed on an individual and year group level and reported to governors.

Those pupils whose progress or attainment is a cause for concern are highlighted and differentiated or Special Educational Needs provision allocated according to school policy.

Through this process (as well as other means of identification eg. Contact with sporting clubs etc) some pupils may also be highlighted as being 'Able, Gifted or Talented' within either a curriculum subject area, or a more

general skill such as problem solving. Again, this may result in appropriately tailored provision, which can include 'signposting' towards out-of-school provision.

Assessment results for 2019 are as follows:

Early Years

		<i>% expected or exceeding grade</i>
Areas of learning	Communication and language	92%
	Physical development	90%
	Personal, social and emotional development	92%
	Literacy	79%
	Maths	85%
	Understanding the world	92%
	Expressive arts and design	92%
Overall	Prime learning goals	90%
	Specific learning goals	77%
	All learning goals	79%

Key Stage 1

	School % at expected and greater depth standard	National % at expected standard (2018)	School % at greater depth	National % at greater depth (2018)
Reading	60	75.5%	42	25
Writing	55	70%	11	16
Maths	70	76.1%	25	21
RWM combined	53	65.4%	7	

Key Stage 2

Year 6				
	% at expected standard - school	National – expected standard	% working greater depth; higher standard	National – greater depth; higher standard
Reading test	70%	73%	18%	27%
Writing	85%	78%	10%	20%
Maths test	78%	79%	30%	27%
SPaG test	80%	78%	33%	36%
RWM combined	62%	65%	7%	11%

	School	National
Average scaled score in reading	104	104
Average scaled score in SPaG	106	106
Average scaled score in maths	105	105
Reading progress score	-1.1	
Writing progress score	-0.3	
Maths progress score	+0.3	

29. Making Progress With The Pupil Premium

From 2012 it has been a requirement for schools to report on their use of the Pupil Premium. This is a sum of money allocated per pupil who is: Looked After (foster care), has been previously adopted from care, in a forces family or has been eligible for Free School Meals within the last 6 years ('ever 6'). A full report is available via the school website.

30. Use of the 'Sport Premium'

The Government has provided additional funding since 2013 to support school sport in order to improve the provision of physical education and sport in primary schools. All state-maintained schools, academies, middle schools, special schools and pupil referral units which have primary aged pupils (as reported in the 2013 school census) will receive the funding. This funding is ring-fenced and therefore can **only** be spent on provision for PE and sport in schools. We are held accountable for how we have used the additional funding to support pupils progress and participation in PE and school sport. We are required to publish on-line information about how we have used the additional funding, including details about our sporting provision alongside curriculum details. This will ensure that parents/carers and others are made fully aware of the PE and sporting provision at Riverside. A report on how our funding is used can be found on the school website.

31. School terms and holidays

[These are available on the school website](#)

Finally

If your child is starting school in Nursery/Reception they will be with us for seven/eight years and will come into contact with many different people. If you do have any worries or difficulties please feel free to speak to your child's teacher or the headteacher.

All the staff at Riverside School will work hard to ensure that your child's time with us is happy and rewarding. Education is a team effort and we value greatly parents as partners, in this process. The active encouragement you give your child is a vital contribution to their overall development. Your interests and encouragement can only make our efforts more successful.

Our commitment is to help every child at Riverside School achieve their maximum potential, academically and socially, and be well equipped for the challenges and opportunities ahead.

www.rs.starmat.uk

