

# **Harrison Primary School**

## **Prospectus**



***Lifelong Learners - Open Minds***

Welcome to Harrison Primary School. We are very proud of our children, our inspirational team and our superb achievements. Most importantly our School is a happy place to learn where all children are welcome, and inspired to achieve their best.

Our main aim is to ensure that all children are happy and settled at school so that they can become successful learners, and are motivated to continue to be long after they leave us. We are aspirational for all children and will do everything we can, working in partnership with you as parents/carers, to inspire each child on their learning journey so that they become 'Lifelong Learners with Open Minds'.

At our school people matter and children come first. Our children take active roles in developing our school community; they are encouraged to take responsibility for their learning, progress and behaviour, and are expected to respect one another's rights. We strive to support all children on a learning journey of exploration which is challenging, creative and develops their delight to solve life's puzzles.

The school holds several awards which demonstrate our commitment to the breadth of curriculum including Artsmark Gold, UNICEF Level 2 RRR Award, and Enhanced Healthy Schools status.

In the heart of Fareham, initially built as a Secondary School in 1930, Harrison became a Primary School in 1978. It is now a large popular three-form entry Primary, catering for children from the age of 4 to 11 years. Children are invited to start school at the beginning of the academic year in which they become 5. At the time of writing we have 628 children on roll.

Prospective parents are welcome to visit our school, either on our annual Open mornings in October and November, or by appointment with the school office.

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## Governors at Harrison

A warm welcome from all of the School Governors to prospective parents and carers.

The Governing Body has three main functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Executive Head teacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure the budget is well spent

Harrison currently has 15 governors including some of the school staff and several parents. All the main governors have different backgrounds and experience, but together we work to fulfil the above responsibilities.

As a group we know that the only way to do these things is to spend time in the school observing what goes on and asking questions. We do this by visiting during the school day to speak with the children and staff; by meeting with the Executive Head teacher and other senior leaders more formally in the evening; and we are also trying hard to get to as many of the school events as we can this year. We look at the school's performance data, and receive reports from Hampshire County Council on the school and the head teacher.

Harrison is an outstanding school with a great team of professional staff and amazing children but we know that all things can improve and we are all pleased to be doing our bit to improve Harrison Primary School so that every child gets the opportunity to reach his or her potential.

David Moorman

Chair of Governors

## Harrison School Association (HSA)

The PTA for Harrison Primary School is called the HSA (Harrison School Association). They are a group of volunteers, consisting of parents, governors, teachers, staff and community members that have an interest in raising funds for the school and organising events for the children and community.

Funds are raised at a variety of events throughout the year:

- Pre-loved Uniform Sales
- School Discos
- Christmas Fayre
- Easter Egg Hunt

Over the years, the proceeds have been used to pay for special visitors such as authors and other inspirational speakers. Additionally, the group works hard to create community links and contributes towards enrichment activities. They are a friendly bunch and are always looking for ideas and volunteers for future events. If you are interested in becoming an active member of the HSA, please ask at the school office.

### Our vision

At our School all children will be taken on a journey of exploration which is challenging, creative and develops the delight to solve life's

### Teaching

We will achieve this by:

- Continuing to promote the growth of the spiritual, social and emotional wellbeing of each child.
- Providing a range of opportunities for learning.
- Providing challenge and support for all.
- Developing staff expertise.
- Making appropriate use of assessment to support learning.

**Life long learners ... open minds.**

### Learning

We will achieve this by:

- Creating a climate for learning that encourages a positive attitude and intrinsic motivation in our children.
- Encouraging our children to take an active role in the decisions made about their learning, progress and the targets set with them.
- Involving parents in the education of their children through the provision of information and support.

### Environment

We will achieve this by:

- Maintaining a rich climate for learning.
- Working together to ensure we respect, protect, promote and fulfil the rights of each child.
- Ensuring all pupils has equality of opportunity where success and high expectations are a daily occurrence.
- Using a range of different teaching methods and techniques to allow all children to access the curriculum.
- Seeking advice and developing partnerships with parents and external agencies.

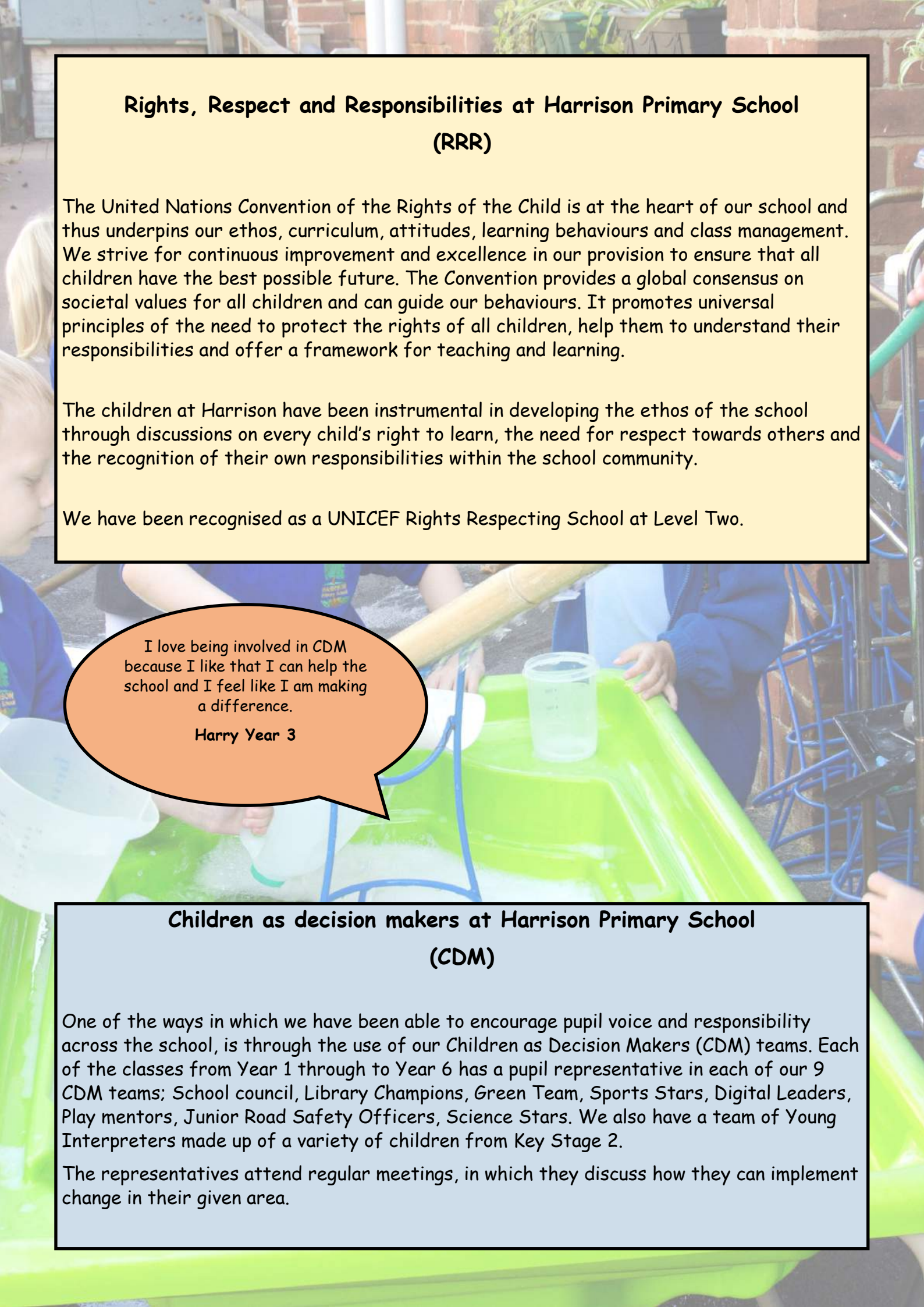
# Teaching and Learning policy

## **Rights, Respect and Responsibilities at Harrison Primary School (RRR)**

The United Nations Convention of the Rights of the Child is at the heart of our school and thus underpins our ethos, curriculum, attitudes, learning behaviours and class management. We strive for continuous improvement and excellence in our provision to ensure that all children have the best possible future. The Convention provides a global consensus on societal values for all children and can guide our behaviours. It promotes universal principles of the need to protect the rights of all children, help them to understand their responsibilities and offer a framework for teaching and learning.

The children at Harrison have been instrumental in developing the ethos of the school through discussions on every child's right to learn, the need for respect towards others and the recognition of their own responsibilities within the school community.

We have been recognised as a UNICEF Rights Respecting School at Level Two.



I love being involved in CDM because I like that I can help the school and I feel like I am making a difference.

Harry Year 3

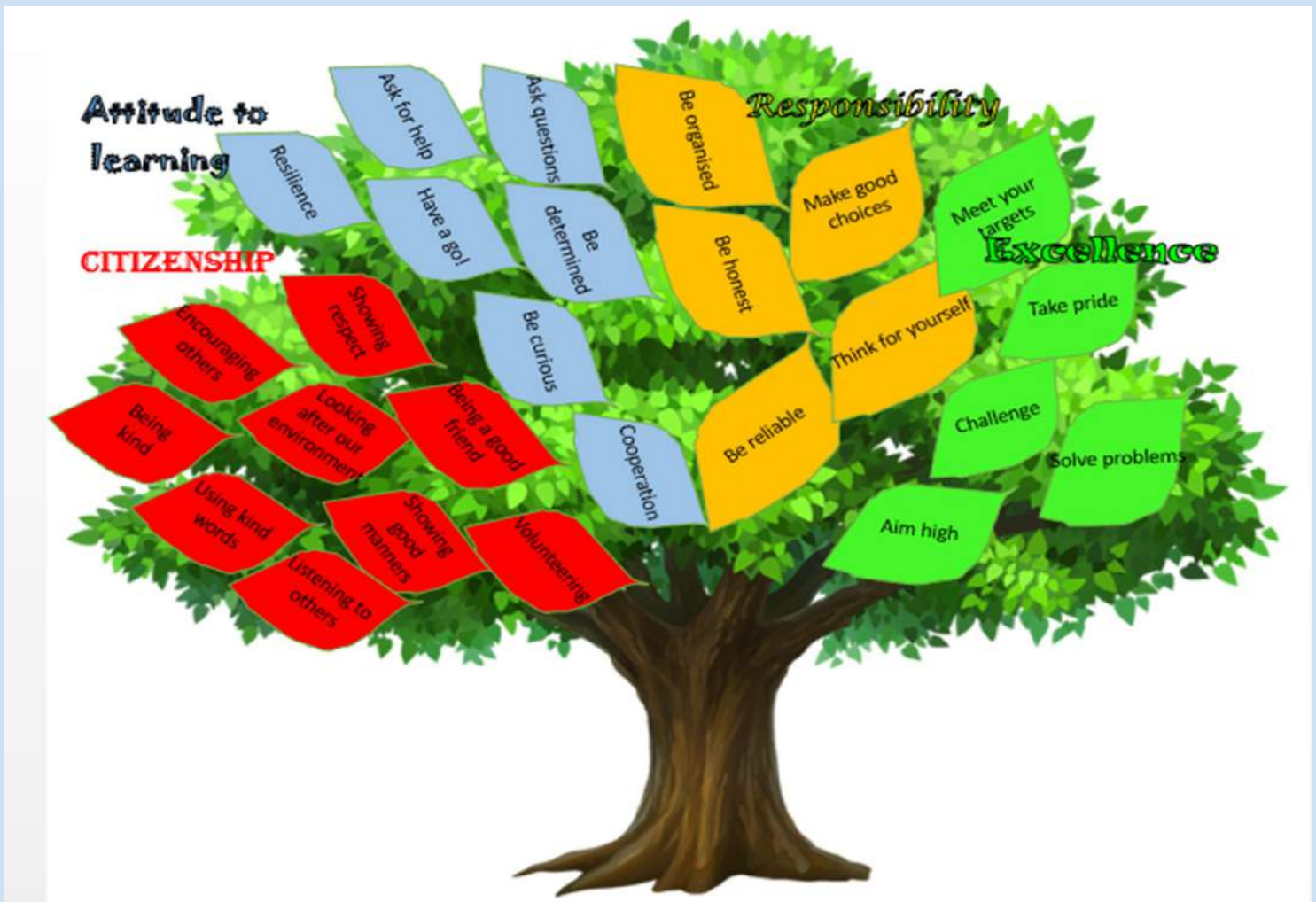
## **Children as decision makers at Harrison Primary School (CDM)**

One of the ways in which we have been able to encourage pupil voice and responsibility across the school, is through the use of our Children as Decision Makers (CDM) teams. Each of the classes from Year 1 through to Year 6 has a pupil representative in each of our 9 CDM teams; School council, Library Champions, Green Team, Sports Stars, Digital Leaders, Play mentors, Junior Road Safety Officers, Science Stars. We also have a team of Young Interpreters made up of a variety of children from Key Stage 2.

The representatives attend regular meetings, in which they discuss how they can implement change in their given area.



# The Harrison Learning Tree



The 'Harrison Learning Tree' underpins all we do – our focus on excellence, attitudes to learning, responsibility and understanding our roles as citizens provide a structure by which children and staff can understand themselves as learners and become more responsible for their attitudes to learning and behaviour.

Our curriculum is underpinned by the Harrison Learning Tree and our Values: Respect, Responsibility, Equality, Collaboration and Honesty which are shared by the whole community.

Pupil voice is embedded across the curriculum – each year group has the responsibility for an area of improvement.

# Behaviour Policy

We believe that all children should feel safe, happy and secure in school, both in the classroom and on the playground. We want all children to develop positive attitudes about themselves, others and towards their learning. Our policy is very much based on the positive and the expectations in the classroom reflect this.

## Class Charters

Each class has developed a 'Class Charter' linked to the rights & responsibilities of everyone in school. These reflect our whole school learning behaviours of:

**Citizenship** - For example: Setting a good example to others, especially those younger than ourselves, treating everybody in our school with courtesy and respect.

**Attitude to learning** - For example: determination to challenge oneself and focus on a task.

**Responsibility** - For example: being organised and making the right choices.

**Excellence** - for example: completing a task to a high standard, mastering a new skill.

and the ideal that we will try our best in all that we do and will ask for help if we need it. Class and playground Charters are used to reinforce expected learning behaviours in school and all members of the school community are expected to be responsible for their own and each other's behaviour.

## Rewards

We believe that it is vital that children should be rewarded for behaving appropriately and at Harrison we have the following rewards:

### Verbal and Written Praise

All class teachers reward their children verbally during the school day and also through the positive comments written on their schoolwork. Children will be told which learning behaviour they have displayed and praised for so they understand specifically what they have done well.

### Stickers

All class teachers have within their classrooms a system of stickers to reward children for one of the 4 learning behaviours.

### Merits

Children throughout the school work towards earning merits for displaying positive learning behaviours. There are different levels of achievement: Bronze, Silver, Gold, Platinum and the Head teacher's award. Children are presented with a certificate for achieving each of these awards.

### Positive letters home

If a child has excelled in a particular way they will be presented with a letter from their Year Leader or a member of the senior leadership team. This letter can then be taken home to share with their family. These letters deserve very special recognition by all concerned.

### Certificates & Assemblies

Merit certificates will be presented in year group assemblies each week. Other certificates such as sports and music awards that recognise achievement will be presented in Friday celebration assemblies.

Each year group in turn also has the opportunity to share particularly great pieces of work or information with the rest of the school during celebration assemblies.

### Positive Telephone calls home

Sometimes, when a child has worked particularly hard or achieved a special target, the class teacher, Head teacher or Head of school will telephone the child's parents to share this success with them.

At Harrison we celebrate achievement, effort and good behaviour and use it as a role model for other pupils. All children have the right to succeed and we enjoy celebrating each other's successes.

### Reception:

Children will receive a Star of the Week Award for meeting the above criteria. This may continue in Year 1 if it is felt to be appropriate.

### Year 1 - 6:

10 merits = Bronze Award  
20 merits = Silver Award  
40 merits = Gold Award  
60 merits = Platinum Award  
80 merits = Head teacher's award & pen

# Behaviour Policy

When children struggle to follow the charters and principles, there are clear procedures to be followed, which are:

## Early Years

In Reception we continue to build on the positive behaviour already being promoted in preschools. Children create their class charters as they settle into school and these are used to reinforce expectations for appropriate behaviour.

Children's successes in Reception will be shared with parents on Tapestry. Each class will celebrate positive learning behaviours in line with the whole school reward system with a 'star' of the day awarded for citizenship, attitude to learning, responsibility and excellence. .

Expectations for appropriate behaviour are made clear through verbal explanations. As children mature and the academic year progresses inappropriate behaviour will be managed in line with the whole school policy.

## Key Stages 1 and 2

### Verbal Warning

If a child has broken any of the whole school learning behaviour principles and is behaving in an inappropriate manner, which exceeds normal expectations they will receive a verbal warning.

### Name in the class behaviour record

If the child continues to disrupt the teaching of the lesson then their name will be placed in the class record in order to remind them to correct their behaviour. Class behaviour records will be regularly monitored by the head teacher and head of school.

### Time Out

If a child persists in causing a disruption then they will be sent for a 'Time Out' which will allow them the opportunity to correct their behaviour before returning to class. Time Out will be in an agreed class, such as the year leader's or if necessary, to avoid distractions of other children in class, it may be appropriate for time out to occur with one of the leadership team. Time out will last for a short time to enable the child to return to class and continue with their work without further disruption. If they are unable to then they will progress to the next sanction level.

## Communication from the Class Teacher

If a child is frequently getting verbal warnings and their name is in the behaviour record several times then a phone call will be made to the child's parents to invite them in to discuss their child's behaviour and how it needs to improve.

## Head teacher / Head of school /Deputy Head

The head teacher, head of school or deputy head will become involved when a child cannot settle back into class and continues to hinder the teaching and learning of their peers. Parents will be informed by phone call made to invite parents in. Depending on the frequency and severity of the problem the options of outside agencies, suspension and exclusion will be discussed.

In the case of a severe incident then either the Head teacher or Head of school will contact a parent immediately.

## Exclusion

Exclusion is used only in the very rare instances where all other strategies have been tried and a child is making no progress with improving his or her behaviour. Violent or abusive behaviour will be treated very seriously.

## A Fresh Start

To ensure that every child is motivated to improve their behaviour, the sanctions, which they may have received on a given day, will not continue into the next. This will allow every individual to have a fresh start each day.

**Our overall aim in operating any of these procedures is to produce a safe, happy and secure environment for all our children. We want them to be valued as individuals, earn the respect of others and take responsibility in managing their own behaviour.**



**All children have the right to learn and a responsibility to ensure everyone else can too.**

**Reward System**

As part of our Positive Management Programme we believe it is important to reward success. We therefore operate a reward system in each year group that allows children to earn merits, stickers and certificates for good or improved work or learning, effort, excellent social skills and interaction or meeting an agreed behaviour target.

**Children with Individual Behaviour Plans**

At Harrison we recognise that not all children learn in the same way. On occasion it may be appropriate for those who need additional support to manage their behaviour to have an IBP which will be agreed with parents. In some cases children with individual education plans may work towards slightly different rewards than those set out in the whole school policy in order to support them in their learning.

## Attendance

Regular attendance and punctuality are vital for good progress and we expect all children's attendance to be 97%. Attendance is shown as a percentage figure and we have detailed research below that shows how attendance, even at this early stage of education, affects outcomes for children at GCSE. We hope the tables below illustrate for you the importance of good attendance; this includes avoiding taking holidays during term time. If your child has less than 97% attendance, we would urge you to ensure their attendance improves next year.

**How Attendance affects GCSE Achievement**

% attendance	Percentage achieving 5 A*- C GCSEs
100 - 93.5%	74.3%
93.4 - 92.5%	60.4%
92.4 - 91.5%	53.1%
91.4 - 90%	44.6%
89.9 - 88%	34.7%
Less than 88%	26.7%

If your child is unwell and unable to attend, please contact the school office on the first day of absence and the administration staff will inform the class teacher. If the illness is prolonged and you require the assistance of the school in helping your child maintain progress, please contact the school and we will be happy to work with you. In the event of your child having a medical appointment during school time, please inform the school office or class teacher.

Each year pupils with very good attendance for the whole year receive an **Attendance Certificate**.

Attendance at Harrison School is very good, however, if concerns are raised around an individual's attendance, we always work very closely with parents to find a solution.

The table below converts attendance percentages into time missed over 12 years of your child's education.

% Attendance	By End of Key Stage 1 (Year 2)	By End of Key Stage 2 (Year 6)	By End of Secondary School (Year 11)
100	N/A	N/A	N/A
95	Nearly ½ term missed	Nearly a whole term	Two whole terms missed
90	Nearly a whole term missed	Nearly 2 whole terms missed	Over 1 ½ years missed
85	1 ½ terms missed	Nearly a whole year missed	Nearly 2 years missed
80	2 terms missed	One year and one term missed	2 years and 2 terms missed

# Key information

The school teaching week, excluding breaks and acts of collective worship is 21 hours for Key Stage 1 and 23.5 hours for Key Stage 2 as stipulated by national legislation.

At present our school sessions are as follows :

## Reception and Key Stage 1 (Yr1 + Yr2)

Morning - 8.50 - 11.55 am (Year R)

Afternoon - 1.00 - 3.15 pm

## Key Stage 2 (Yr3, Yr4, Yr5 + Yr6)

Morning - 8.50 - 12.00 (Yr 6 12.30)

Afternoon - 1.00 (Yr 6 1.30) - 3.25 pm

Staff will be on duty from 8.40 am before school and until 3.40 pm after school. It is requested that parents ensure children arrive and leave school within these time frames. Children in Year R should not arrive at school before 8.50 am.

## What will your child need?

In addition to the uniform, which is outlined below, your child will also need:

- A PE bag - a drawstring bag is most easily accommodated at school
- A book bag - no larger than 37cm (L), 30 cm (H) and 10cm (W)
- A named water bottle

**Stationery is provided, therefore it is not necessary to provide your child with their own pencil case.**

Occasionally, the children may be asked by their teacher to bring items to school to support classroom work. Please do not send valuable or irreplaceable items, as the children are responsible for their own belongings. We thank you in advance for your support in this.

## Responsibility for personal belongings

### Mobile Phones

Whilst we discourage mobile phones being brought into school, we do understand that it may be necessary in exceptional circumstances. In such a case it is important to note that it is the child's responsibility to look after their phone, whilst they are on the school premises.

### Clothing

Although we do our best to safeguard children's personal belongings, school is unable to take responsibility for them. Please ensure that all items of clothing brought into school are clearly named, so that they can be more easily returned, if misplaced.



## School Dress

The school uniform is extremely important for the children at Harrison, as it engenders a sense of belonging. We believe that children who take pride in the way that they look will also take pride in their learning. We ask for parental co-operation in ensuring that pupils are suitably dressed, so that they can focus their attentions on their learning.

Please be aware that in line with our secondary feeder school, extreme hairstyles are not encouraged. We would appreciate your cooperation in this matter.

## Uniform

- Pale blue polo shirt, shirt or blouse.
- Blue sweatshirts, cardigans and/or fleeces.
- Grey or black trousers, shorts, skirt or pinafore dress.
- Blue and white gingham or candy stripe dresses.
- Sensible black shoes.



## PE kit

- Navy blue shorts
- White t-shirt
- Black plimsolls
- Tracksuit for winter
- Trainers for outdoor



## Jewellery

No jewellery, apart from watches and sleepers or studs in pierced ears only, should be worn to school. Jewellery should be removed for all physical education activities and the child must take responsibility for their possessions. We appreciate that this may be difficult for some children, so we recommend that they leave earrings and watches at home on P.E. days.

In the case of newly pierced ears, taping may be considered for a limited period

***Make-up and Nail Varnish is not permitted to be worn.***

# Healthy schools

At Harrison, we recognise the importance of helping your children to make informed choices about healthy living.

## Healthy eating

### Snack time

Fruit, vegetables, cheese, cream crackers or bread may be eaten at school break time.

### Packed lunches

Many children bring packed lunches to enjoy. Please ensure that they contain healthy options and that no fizzy drinks or sweets are included.

Packed lunches should be provided in a lunchbox, which is clearly marked with your child's name. Please do not send any lunch items to school in glass containers.

### Hot Dinners

Children choose their preferred meal choice at the beginning of each day and menus are sent home termly to parents, so that you can help you children to chose.

Please follow the link below for an online menu:

[Dinner menu](#)

We encourage school dinners to be paid for using the online payment facility (see link below), as it avoids lost money. If you would prefer to pay cash, it is advised that this is taken to the school office in a named envelope.

[Online payment facility](#)

I love choosing my healthy snack every day. I would get bored if it was the same every day.

Daisy Year 2

### Free School Meals

Universal Free School Meals are available to all children in KS1 (Years R, 1 & 2).

Free School Meals are also available to some children in KS2. Please follow the link below to check your eligibility for Free School Meals in KS2.

[Free School Meals eligibility](#)

For additional information on this, please speak to the admin team.

I like that I can look at the menu in the morning at home, so Mummy can help me to choose a yummy lunch.

Louie Year 2

## Nut Allergies

Please note we have children with severe allergic reactions to nuts presently attending Harrison Primary School. We therefore ask all parents to ensure no nuts or nut products are included in lunch boxes or as break time snacks.

*Additional information about school dinners, frequently asked questions and much more can be found on the school website. Please follow the link below:*

[Useful Information](#)



# Harrison Primary School Policy for the Whole Curriculum

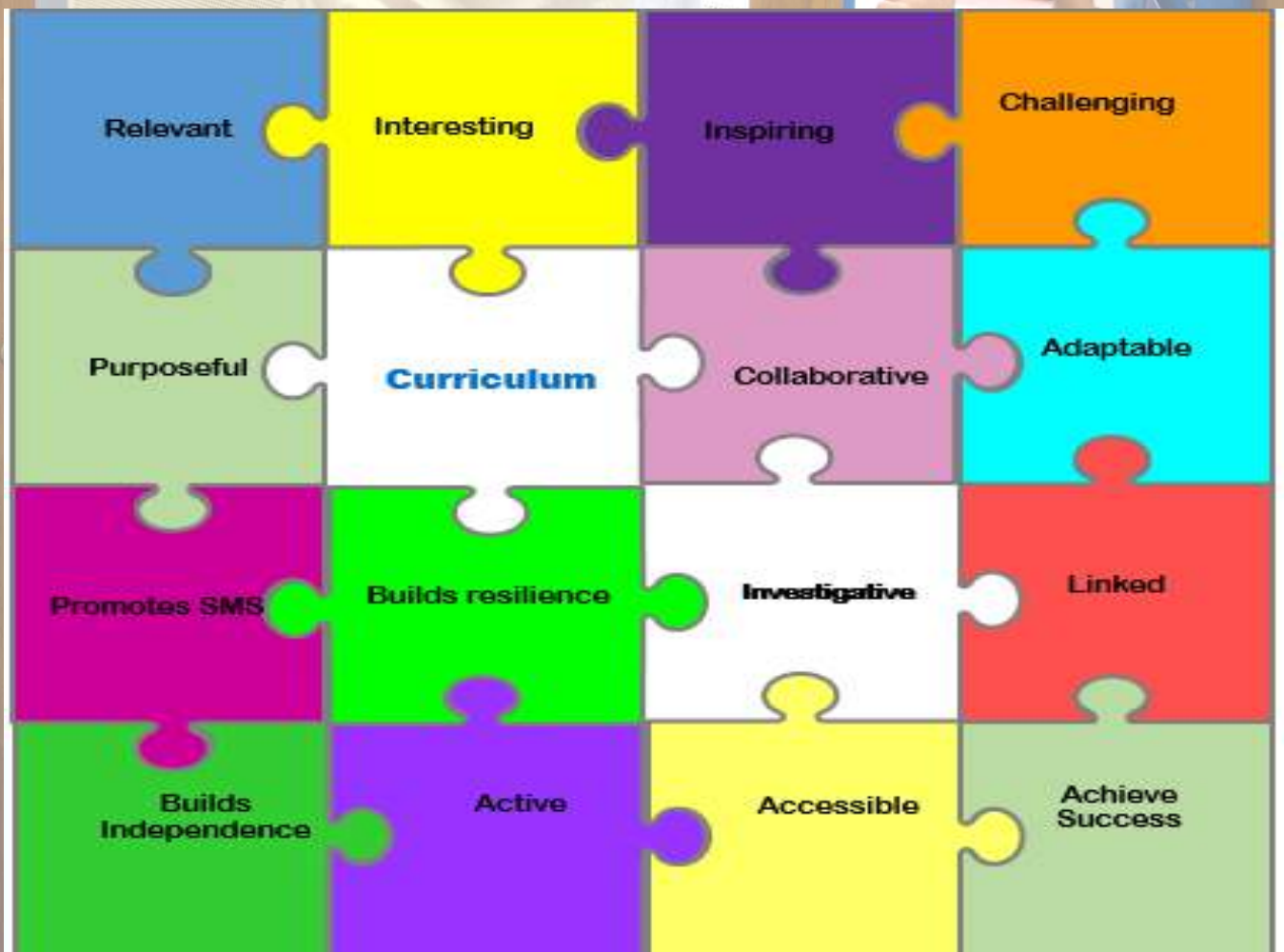
## Rationale

We believe that all children are entitled to a rich, relevant curriculum which incorporates the aims of our school vision: that all pupils will develop a lifelong love of learning and open minds. Our vision is deeply embedded within the school culture; the ethos of which is based on the UNICEF Convention on the Rights of The Child.

The 'Harrison Learning Tree' underpins all we do – our focus on excellence, attitudes to learning, responsibility and understanding our roles as citizens provide a structure by which children and staff can understand themselves as learners and become more responsible for their attitudes and behaviour. We expect all aspects of our curriculum to be underpinned by these four elements. Our Values: Respect, Responsibility, Equality, Collaboration and Honesty are shared by the whole community and are promoted by the content of the curriculum.

Excellence and enjoyment are at the forefront of all learning and teaching, allowing challenge and stimulation across the whole curriculum. We regularly review our curriculum to ensure the best possible opportunities are offered to all learners.

Our curriculum will be:



**We will ensure that all learners develop high levels of motivation for learning in order to achieve excellent standards of education.**

**Our curriculum:**

- ☑ is broad and balanced, incorporates a range of subjects, including the compulsory elements of the National Curriculum
- ☑ develops pupils' meta-cognitive thinking skills so that they understand what they are learning, how it relates to what they have learned before and will learn
- ☑ enhances pupils' social, moral, spiritual and cultural understanding
- ☑ allows children to take responsibility as decision makers for the development of our school
- ☑ interests and inspires pupils using a varied range of teaching strategies
- ☑ is underpinned by core writing and mathematics skills across other subjects
- ☑ is enhanced by the use of technology to promote digital literacy and the learning experience
- ☑ is enriched by working within our local area, community and through educational visits.





# Curriculum

Our teaching reflects the needs of the individual learner. We aim to promote high expectations through providing children with a curriculum translated into clear learning goals that extend and develop their skills and understanding. The school's curriculum is organised so as to provide children with a broad and balanced education.

I love it when we have our  
choose to learn time  
because it makes my  
learning really exciting.

Jack Year 1

## Early Years Foundation Stage Curriculum

- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Knowledge and understanding of the world
- Physical development

We do so many  
different subjects  
that every day is  
interesting.

Isabelle Year 6

## National Curriculum Subjects (Year 1 - Year 6)

- English
- Mathematics
- Science
- Computing
- History
- Geography
- Design and Technology
- PE
- Art
- Music
- PSHE (Personal, Social and Health Education)

In addition, we follow the Hampshire Agreed Syllabus for RE and French is taught to all KS2 pupils.



# Special Educational needs

At Harrison, we believe that all children have the right to succeed and be happy in their education. Every child is unique with individual abilities and behaviours and thus deserve equal opportunities. We know that many pupils, at some stage in their time at school, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We believe that every child has the same entitlement (right) to the whole school curriculum and we are committed to making this accessible to everyone. Our goal is to remove any barriers to learning and participation.

We aim to identify these barriers to learning and participation as they arise and to provide teaching and learning opportunities which enable everyone to achieve to the fullest of their potential. We believe that Special Educational Needs is a whole school issue in which all members of the school community - pupils, parents/carers, volunteer helpers, students, external agencies and staff - are responsible for. All pupils, regardless of their specific needs, will have access to inclusive teaching to enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

We identify children as having Special Educational Needs and Disability (SEND) in a variety of ways:

- Concerns raised by you, the parent/carer
- Close monitoring of your child's progress
- Concerns raised by your child's class teacher not only about your child's academic progress but their emotional well being
- Liaison with pre-schools
- Liaison with external agencies such as the Educational Psychology Service and health diagnosis through paediatricians

The Governors have overall responsibility for the education of children with SEN, but the day to day management of the school's SEN provision is undertaken by the Headteacher and the SENCO, to whom parents/carers and external agencies are invited to address any enquiries regarding the school's SEN policy.

Our SEN Information Report which provides greater detail about our provision can be accessed on the school website.

Policies and guidelines on all aspects of school management and learning are available for parental viewing by request.



## **Liaison**

Staff at Harrison Primary School believe that continuity in educational progress is based on good liaison and transparency.

### **Communication with parents**

Parents who wish to discuss any matter should, in the first instance, make an appointment to discuss their concerns with the Teacher. If you believe that you would like to discuss the matter further, then an appointment should be arranged to see the Headteacher/Head of School/Assistant Head as appropriate.

## **Early Years Liaison**

The Reception Teaching Team and Special Educational Needs Coordinator work closely with parents, pre-schools and nursery schools to ensure that the transition is smooth and encourages progress. As well as parental meetings, visits to pre-schools and an invitation for children to visit the school, teachers offer home visits and a phased entry to full time education. This is to ensure children are happy and eager to come to school. This programme allows staff to gather information on attainment, friendship, special educational and medical needs and, of course, to get to know you.

## **Secondary Liaison**

Most children at the end of Key Stage 2 transfer to Cams Hill Secondary School. There is an established transfer policy agreed between the schools, which aims to make the transition from Year 6 to Year 7 as smooth as possible. Early in the autumn term, Cams Hill have an open evening where parents and children can attend. In the summer term, Cams Hill staff meet with our Year 6 teachers and the SENCO to discuss pupil needs, and children take part in curriculum linked projects. For pupils experiencing SEN there are additional induction procedures that the Learning Development Co-ordinator would be happy to discuss with you. In July, children are invited for an induction visit. Similar procedures exist should your child transfer to another secondary school. If you wish to discuss your child's transfer with any member of staff or the Headteacher please contact the school office.



## Harrison Primary School Home Learning Policy

At Harrison Home learning is designed to develop further the home/school partnership by providing opportunities for children, parents and school to learn together to support and enhance children's learning. Most recent research shows that parental involvement, and particularly talking about home learning, is vital to maximise children's progress.

Our aims for the activities planned are:

- to consolidate and reinforce children's skills and understanding
- to provide opportunities for parents and children to enjoy learning together
- to exploit resources for learning of all kinds at home and
- to encourage children to develop confidence and self-discipline needed for more independent study, in preparation for Secondary education.

Class teachers will give children guidelines regarding the amount of time they should spend on their home learning as home learning should be a positive experience for everyone. Year teams will set Home learning for pupils weekly, in line with national guidelines. This will be in a variety of formats which may include practising skills, acquiring new knowledge or family learning projects, watching and evaluating programmes or consolidation of concepts learnt at school. All children are expected to read or share books and learn word sets, number bonds or times tables and spellings. By year 6 homework should take approximately 1.5 hours per week.

Children are expected to receive feedback on their home learning, which might be discussion, working with classmates to highlight common areas and share ideas, children presenting home learning at school, learning displays in the classroom or being marked in the traditional way. Where ever possible the children will be encouraged to self-mark and reflect upon their home learning in order to make the most of the learning opportunity.

Year R	10 minutes reading, 5 minutes phonics practice, number games	Daily
Year 1	10 minutes reading, 5 minutes spelling practice/word sets Occasional topic related projects - 20 minutes Mental maths challenges from Summer term One longer project spread over a period of weeks	Daily Weekly Yearly
Year 2	10 minutes reading/spelling practice & 5 minutes number facts or times tables practice Weekly curriculum related projects - 20 minutes One longer project spread over a period of weeks	Daily Weekly Yearly
Years 3 & 4	10 minutes reading/spelling practice & 10 minutes number facts or times tables practice Weekly English/SPAG—30 minutes max Maths/mental arithmetic—30 minutes max One longer project spread over a period of weeks	Daily Weekly Weekly Yearly
Years 5 & 6	10 minutes reading/spelling practice & 10 minutes number facts or times tables practice Weekly English/SPAG—30 minutes max Maths/mental arithmetic—30 minutes max One longer project spread over a period of weeks	Daily Weekly Weekly Yearly



# Enrichment activities

The school offers a number of extra-curricular activities including, but not exclusive to:

Sporting clubs

French club

Logic games club

Choir

Science club

Science club was great because I learnt lots and we did things that were different to our science lessons. It was really good fun!

**Adam Year 4**

Games club is fun because there's lots of different people, from other year groups, that you can meet.

I also like being able to teach people the games that I know how to play. My favourite is Chess.

**Ella Year 5**

## Caring for your Child

On admission all pupils are placed in classes with a designated class teacher who is responsible for their day to day welfare and for monitoring their progress. The safety and welfare of your children is of utmost importance to us. We ask for your help and support in the following:

### Medical Information

Please supply any relevant medical information about your child on admission that is pertinent to their well being during the school day. If there are any subsequent changes to your child's health please inform the class teacher and the main school office who will ensure that central records are updated. The School Nursing Team visit the school regularly to conduct vision and health checks as required. They also offer advice on particular health problems affecting educational progress. Parents are given notice in advance of any medical examination or test.

### Contacting you in the case of illness or emergency

A qualified First Aider deals with minor accidents and illness during the school day. You will be notified if your child is considered to be too unwell to continue at school or if they have an accident or bump to the head.

### Parental Contact

Please ensure that at all times we have up-to-date information on contact numbers for yourself and other nominated persons who will care for your child in an emergency.

### Medicines in School

We can give prescribed medication if it is to be administered four times a day. This can be given at lunchtime, once you have completed an Administration of Medicines and Treatment Consent form. All medicine must be officially labelled by a pharmacist and handed in at the school office by a parent/carer. If your child has been prescribed medicine three times a day the PCC recommend that it is administered before and after school and just before bedtime. Please note we are unable to give non-prescribed medicines.

### Asthma

May we remind all parent/carers of children with asthma that every child should have a reliever (blue) inhaler in school that is labelled with the child's name. A medication form should be completed with the instructions for medication to be taken in school. This form can be obtained from the school office.

### Collecting your child

Only you or an adult nominated by you will be allowed to collect your child during the school day. We ask for photocopies of court orders where access to one parent is restricted.

### Security

To ensure your child's safety and security external doors are locked at the beginning of each school session. All visitors should report to Reception situated at the front of the school building. On completion of the signing-in book appropriate access will be allowed.

## Safeguarding Statement

Harrison Primary School is dedicated to safeguarding and promoting the welfare of its pupils. It is the duty of all members of staff, both teaching and non teaching, to play an active role in ensuring this. All members of staff are expected to be aware of and follow the Safeguarding procedures. In particular they need to be aware of their duty to report concerns, the guidance for identifying child abuse, what to do if a child makes an allegation of child abuse and issues about confidentiality.

For additional information regarding our safeguarding policy, please see the link below:

[201920 HPS Safeguarding Policy.pdf](#)