‘Thank you for choosing to look at Topcliffe Primary School and we look forward to working with you in the future! ‘

Ian Lowe— Deputy CEO
Washwood Heath Multi-Academy Trust
As Head Teacher of Topcliffe, I feel incredibly privileged to be leading such a creative, inclusive and forward thinking school.

We are driven through our values to provide not only successful academic young people, but equip them with knowledge, resilience, independence and a strong sense of well-being to be able to achieve their ambitions in an ever changing and diverse world.

We believe in providing the children with a highly engaging and motivating curriculum to instil a love of learning, where respect and courtesy are expected of all to truly be happy, inclusive and safe. We have dedicated staff who ensure that we spark curiosity and capture imagination.

We hope this prospectus gives you an insight into Topcliffe and always feel welcome to get in touch if you have any further questions.

Lynsey Hedley

Headteacher
THE CHAIR OF GOVERNORS WARMLY WELCOMES YOU TO TOPCLIFFE

The Governing Body meets at least once every term and has the responsibility to support the Headteacher in achieving academic excellence and success through the school. The Governing Body is at the core of Topcliffe’s development and constantly strives to improve the chances for all learners.

Contacting the Governors

The Chair of Governors can be contacted by letter via the school office.

The Clerk to the Governing Body can also be contacted via the school office.

Alternatively the Governors are more than happy to be approached to discuss any matter that may be of concern to you regarding the school. There is always a Governor available during parents evening to express views on the school.
OUR CURRICULUM

Our values drive our curriculum design to enable endless possibilities

At Topcliffe we will make a difference through ensuring we are all responsible for being:

- Healthy
- Aspirational
- Resilient
- Respectful
- Independent

Through these we will empower all to become happy and successful individuals.

Being Healthy:

- We will prioritise mental wellbeing to develop strong interpersonal skills, to increase our children’s chances of becoming academically successful
- We will be mindful of the way we talk and use our body language to everyone and build strong relationships
- We will ensure everyone feels like they belong
- We will give our children meaningful and coherent experiences
- We will modify our practice to meet the needs of individuals while also ensuring we develop the skills and knowledge that those children may be struggling with
- We will use a ‘Model, Manageable and Meaningful’ approach to develop wellbeing
- Our children will be educated in what eating healthy means
- We will ensure that a wide range of physical and outdoor education is available for all our children
- Our children will have a full understanding of what staying safe means, whether this be physically, mentally or online
- We teach are children about the UN Convention on the Rights of a Child.
- We will skill our children to be able to make educated choices.
- We will all take responsibility for engaging our community and enrich the lives of the families we work with (Building strong relationships, invitations to classroom, events in school, clear communication through social media and letters).
Being Aspirational:

- Dream! Picture what success means
- Our curriculum will explore the idea of ‘opportunity’ and give the children extensive insight into their possibilities
- All stakeholders will ensure everyone has high expectations in all the things we do and support and hold each other to account
- All teachers will set high expectations and challenge for all their children. Gender, ethnicity, pupil premium, EAL and SEN will not be an excuse - just a group title we use to ensure our teaching meets every child’s need
- Teachers will fully understand their accountability to ensure all children make accelerated progress in their class (Regular pupil progress meetings, moderation, collaboration with others and weekly Personal Growth Plan)
- We will ensure life-long learning skills are at the heart of our lessons (Values, growth mind set, peer and self-assessment)
- Children will not be ability labelled within their class, each skill will be developed and assessed lesson by lesson to ensure every moment is a learning opportunity for all children
- We will instil a love of learning in our children through our values being at the heart of all we do (Values visible throughout the school and referred to throughout all we do).
- Our children will gain knowledge and skills that enable them to compete with peers nationally.
- Support the SDP to provide outstanding provision for our children
- Celebrate failure!

Being Resilient:

- Leaders at all levels will plan and assess carefully and accurately to ensure gaps in knowledge are filled and rapid progress is made throughout
- Planning and assessment will address the needs of children immediately, teachers will not wait for the next unit, next term or next year
- Teachers will enable children to drive their own learning and believe anything is possible even when it may be challenging or go wrong initially (values, growth mind set, self and peer assessment, feedback)
- Staff will always strive to ensure all their children reach their full potential regardless of any barriers (strong AFL in all lessons).
- We will learn from mistakes by taking risks
- Through effective marking and feedback we will celebrate success but encourage perseverance
- We take time to reflect upon our successes and mistakes to help us achieve
- Through our curriculum we will plan activities to ensure our children engage with challenges that specifically test and develop their resilience.
Being Respectful:

- Our school community will demonstrate respect for each other at all times
- We will promote strong British Values and celebrate everyone's differences (Strong and consistent PSHE, Rights Respecting School)
- We will all be strong, self-assured individuals that take responsibility for our actions and ensure we strive to be our best at all times
- Give children opportunities to support and understand others in the wider community (planned curriculum)
- We will respect our environment and provide an engaging, stimulating environment, both in and out of the classroom
- We will be proud of ourselves and each other and share and celebrate our success
- All staff will respect and fully engage in the schools drive to give our children outstanding teaching and learning; they will commit to understand and support the SDP and Personal Growth Plan to achieve this
- We will celebrate and support difference. Equal opportunities and inclusion is at our core and is about giving all pupils equal chance to access learning – not about treating everyone the same.
- All children will have a wide range of rich experiences regardless of barriers

Independent:

- All stakeholders clearly understand their role and take responsibility for it
- Practice is embedded to sustain outstanding practice regardless of any changes that take place
- Children feel confident and have the skills to run activities and make democratic decisions
- Teachers will understand the needs of all the children in the class. They will use data of individuals and groups to plan effective learning opportunities
- Staff will manage their time effectively to meet the needs of the children
- Planning and teaching styles will be adapted as needed for the individual classes and groups of learners incorporating a variety of learning styles (visual, auditory and kinaesthetic)
- Children will be enabled to lead their own learning, through accurate learning objectives, success criteria, high level questioning, active learning and effective Afl.
- We will use our marking and feedback policy to build independent learners
- We will make the learning intentions (objectives) clear and be explicit about the learning taking place
- We will make links in learning to encourage greater knowledge and develop independent learning and assimilation from short term to long term memory
- We will provide dedicated reflection time
- Children will know their next steps in learning and what to do to improve.
- We will ensure learning follows a clear structure; we give children time to review previous learning, we introduce new materials in small steps, we ask quality questions, we check children's understanding, we provide scaffolds to support challenging tasks, we give opportunities for independent practice.
SAFEGUARDING AND CHILD PROTECTION

Topcliffe Primary School is committed to all forms of safeguarding and child protection. The school firmly believes in promoting the welfare of all children regardless of age, ability, gender, race or situation. Topcliffe expects all staff, children, parents and volunteers to share in this commitment.

In our school staff work hard to maintain an environment where children feel safe and secure. The school consistently strives to ensure opportunities for children so that they may develop the skills needed to recognise and stay safe from all forms of danger, negative influence and abuse. Children know that they can approach any member of staff and know that they will receive consistent support if they are worried or have any concerns.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
- Work to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children of concern in accordance with their child protection plan.
- Establish a safe and nurturing environment free from discrimination, bullying where children can learn and develop happily.

Any serious concerns about a child's welfare will be reported to Birmingham Children’s Advice & Support Service (CASS).

Any concerns regarding pupils at Topcliffe Primary School should be directed to the Designated Safeguarding Lead who is Miss L Taylor or the Deputy Designated Safeguarding Leads, Mr T Slattery, Mrs E Sale, Mr B Waterworth and Mrs C Burns.
BEHAVIOUR AND DISCIPLINE

Topcliffe Primary School believes that all children learn best in well-organised, calm and secure environments. We challenge our children to develop independence, high moral and spiritual values and self-discipline.

Our established approach enables children to openly discuss behaviour by promoting, rewarding and celebrating children's sustained effort and hard work required to achieve academic excellence and success. At Topcliffe, all children are expected to contribute towards the school ethos and community to ensure that all have access to creative, inspiring and fun learning.

All forms of bullying and harassment are considered to be unacceptable and are not tolerated within the school environment. All incidents will be taken very seriously and followed up in accordance with our Anti-bullying Policy.

The school’s abhorrence of such behaviours is communicated to pupils, parents and staff, throughout the school and the curriculum.

PASTORAL CARE

Pastoral care is in the hands of the class teachers, Senior Learning Mentor, learning mentors and Headteacher. Close home to school links are considered to be of great importance. We need to work in partnership together to ensure the very best for your child.

HOME-SCHOOL AGREEMENT

To work in close partnership with our parents we have a home-school agreement which sets out expectations for the school, parents and pupils. You will be asked to sign it as your child enters school.
SPECIAL EDUCATIONAL NEEDS

At Topcliffe, it is our belief that all children have a right to a full and rounded education which will enable them to achieve their full potential. We do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them.

Provision for children with special educational needs is a matter for the whole school. The governing body, the school’s head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. If your child has specific educational needs, these are identified and appropriate interventions implemented.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. We actively make ourselves available to talk about your child and any difficulties they are experiencing.

The Special Educational needs Co-ordinators are Mrs Quickenden (Resource Base) and Mrs McElroy-Stringer (Mainstream), Miss Taylor holds the lead responsibility for the Senco team.

RESOURCE BASE

Topcliffe Primary School has collectively one of the largest Resource Base, supporting children with a diagnosis of ASD and Developmental Language Disorder (DLD). Through our holistic, inclusive practice we empower children to reach their full potential, gain greater independence and celebrate their contribution to the wider school community. Our Resource Bases have child centred learning packages which take into account the specific needs of our children. Our aim is to enable pupils to fulfil their potential and successfully return to full-time mainstream provision.

SPEECH AND LANGUAGE

We have Resource Base provision for 20 children with developmental language disorder. All children accessing this provision must have an Educational Health Care Plan (EHCP). Our aim, over time, is to integrate children into mainstream classes for part of the school day, whilst still receiving support with their speech and language.

ASD

We also have Resource Base provision for 36 children with a diagnosis of Autism. All children accessing the provision must have an Education Health Care Plan (EHCP) Our aim is to integrate the children in to mainstream classes for sessions appropriate to their individual needs.

For more information regarding our Resource Base provision, please contact our SEN administrator, Julie Willis.
HOMEWORK

Your child will often bring homework home to do. Please support and encourage your child to complete the work set. By working together as partners we can help your child achieve their full potential.
English
ENGLISH—TALK4WRITING
At Topcliffe, we strive to instil a love of writing through fun and enjoyable activities. We use the talk for writing process to build resilient, successful and independent story-tellers. We focus on both oral and written pieces of work across a variety of both fiction and non-fiction genres.

Children are encouraged to magpie ideas from well-loved tales to create their own story plots and characters. As children progress, they will increase their bank of writing skills and techniques. Lessons are exciting and engaging using multi-sensory methods to ensure that all children can access the learning regardless of age or ability. Wherever possible, we link writing genres to current year group topics and use a range of up to date visual literacy to provide stimulus for writing.

READING
At Topcliffe our children and staff love to read! From Reception up to Year 6, we pride ourselves with how our children are immersed in a wide range of different high quality texts.

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr Seuss

Reading has a central role in the curriculum and is given the highest priority. Reading is taught in all of our classes daily with the help of ‘Resilient Reader’ and our friendly Reading Superhero. Staff underpin their teaching by using Minerva Learning skills to ensure all children from Reception through to Year 6 are equipped with all the skills they need to be fluent, confident readers.

PHONICS
We have a structured approach to teach children how to use phonic sounds in their reading and writing. We use Letters and Sounds to teach phonic skills and all children from the Foundation Stage to Key Stage 1 have a daily timetabled phonics session. When children start in reception there is a phonics meeting for parents at attend early in the year. Letters and Sounds is a focused teaching strategy that teaches children how the alphabet works for reading and spelling. Letters and Sounds is taught through 6 phases. Children are tested at the end of year 1 to see how they have mastered the skill of using phonics, according to the national testing agenda.

Phase 1 supports the development of speaking and listening.

Phase 2-5 is a systematic approach to phonics teaching and word recognition skills

Phase 6- focuses on word- specific spellings and the rules for spelling alternatives.

Letters and Sounds are 30 minute sessions. Each lesson follows the structure of review, teach, practise and apply.
MATHEMATICS

At Topcliffe we believe that mathematics is an important life skill and we endeavour to ensure that maths is relevant, enjoyable, challenging and above all a consistent approach across the whole school.

The Curriculum

We follow the National Curriculum mastery for mathematics while embracing other approaches and elements of Visual Maths and Numicon.

Children at Topcliffe become confident mathematicians though a progression of skills and strategies:

1) Through highly effective teacher modelling, children are exposed to concrete manipulatives in order to underpin early understanding of the key mathematical concepts being taught.

2) Children are given the opportunity to practice the key concepts in order to develop fluency.

3) To develop deeper conceptual understanding, the children are challenged through a series of probing questions which progress from application of fluency, through thinking, explaining, and reasoning through to Greater Depth using a range of concrete, visual and abstract methods.

At Topcliffe, we follow a cyclic approach which allows ALL children to revisit the key strands of the curriculum, which we believe gives the opportunity to progress through the journey from Fluency through to rich and complex questions.

In order to support a mastery curriculum in maths, Topcliffe’s aim is that all children become fluent mathematicians and are able to use and apply those skills in a range of contexts.

Therefore, children are guided through 5 areas of learning:
Science
SCIENCE
Science stimulates and excites pupils’ curiosity about the world around them and provides children with practical experiences which, when linked with ideas and concepts, can engage and inspire children.

Teaching and learning in science reflects many of the values outlined in our Five Keys to Improvement and enables all our children to share in the awe and wonder of the world around them. We aim to provide the children with a science knowledge base, and encourage them to ask questions, make predictions and then to test these in order to discover more so that they may develop wider enquiring minds.

Using the new National Curriculum for science as our basis, we aim to teach science as part of our creative curriculum. This helps the children make scientific links beyond the classroom and helps develop their understanding in practical contexts as opposed to isolated theories. Science offers the children a great opportunity to further enhance their literacy and mathematical skills which we purposely encourage to make sure that our children don’t miss out on any learning experience.

Scientific enquiry is at the forefront of our science teaching which develops many transferable skills such as problem solving, questioning and accuracy while engaging the children in a practical based, investigative rich curriculum.

OUTDOOR EDUCATION
Our bespoke, onsite activities are designed to engage, challenge and inspire young people in the outdoor environment. Whether the activity be crossing the toxic swamp or boiling water on stoves around a campfire, we offer a high impact learning experience focusing on developing and extending key areas of communication, problem solving, leadership and teamwork. At Topcliffe Outdoor Learning Hub we offer the following onsite activities:

Problem solving and team building activities, Orienteering, Basic navigation/compass skills, Nightline, Traversing wall, Camp craft, Shelter building, Environmental games, Soft archery.

In addition to this, we offer a range of external activities that are organised and led by our Outdoor Learning specialist.

Please see the school’s website for further information.
ICT

At Topcliffe, we endeavour to provide a fun, creative curriculum through the innovative use of ICT.

ICT is fully embedded into all aspects of the school, supporting the children’s learning in English and Numeracy.

We are constantly adapting and updating our resources to ensure that our children are given the best opportunities to learn and develop their skills. Every child has access to Ipads, laptops and a range of advanced programmable devices. We have developed our computing curriculum to certify that children experience working with algorithms and simple coding through programmes such as Scratch. We are also passionate about film making. We actively encourage children to create short films using Imovie and develop their film editing skills.

Our aim at Topcliffe is to provide our children with the knowledge, skills and the confidence to ensure that they can achieve whatever they aspire to be.

For any further information in regards to the work that we carry out, please see our school website or follow us on Twitter @Topcliffeschool
INTERNET USE

In order to promote safe internet access, we have an Online safety policy, that is available for all parents to read, and Rules of Responsible Internet Use, which are displayed around school and regularly discussed with children. All our devices fall under a programme ensuring safe internet use. Our website contains lots of helpful advice for parents when discussing online safety with your children at home.

DATA PROTECTION

The school is registered for holding personal data under the Data Protection Act 1998. The school has a duty to protect this information and to keep it up to date. The school is required to share some of the data with the Local Authority and with the DFE.

SCHOOL WEBSITE

Please visit our school website where you will see further information about the school, current policies and curriculum maps.

www.topcliffe.academy
PE & SCHOOL SPORT

Physical Education and school sport is essential for the development of all our children. Through high quality PE and school sport, children adopt positive attitudes towards each other and foster greater recognition of the benefits of physical activity on well-being and social interaction. Children at Topcliffe are supported to acquire the skills and attributes needed to participate with confidence and enjoyment in both social and competitive sporting situations. The school offers a wide range of sporting activities in both individual or team disciplines. The school’s PE programme is delivered by professional school sport coaches, who have training, not only in their chosen field, but also in wider PE teaching of all abilities. Physical Education is further enriched through a wide range of extra-curricular clubs and activities. Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life.

Swimming is part of the curriculum and all children will have swimming lessons at Castle Vale Swimming Baths.

In addition to PE and School Sport the school also provides outdoor and adventurous activities within the school through our own dedicated outdoor learning instructor. Located on the school site are a number of resources devoted to outdoor learning, these include a traversing wall, orienteering course and nightline.
ADMISSIONS

Pupils are admitted to the reception class in September of the year in which they will be five. We can admit up to 30 reception children each year. If we are full at any time we follow the Local Authority Admissions Policy.

INDEPENDENCE MORNINGS

Staff at Topcliffe believe in promoting independence and responsibility for all our children. This is important as it provides children with the opportunity to organise themselves, treat each other with respect and to move about their environment in an efficient and acceptable manner. To support this vision the school is open to all pupils from 8:45am.

During this time children are given the responsibility to go to their classroom independently, prepare for the working day and to catch up or revisit any work that is required. The children are challenged to work independently to enhance and develop their own learning. If required the class teacher is on hand to support.

At 8:55am the school day begins and registration commences. All children are expected to be in their classroom ready to learn by this time.

At the end of each school day all children should be collected promptly at 3.10 pm for a Key Stage 1 pupil and 3.15pm for a Key Stage 2 Pupil, by a responsible person who is known to the school. Please inform your child's teacher or the Headteacher if you make any changes to your arrangements.

SCHOOL ORGANISATION

There are currently up to 30 children in each year group.

Children are admitted into the reception class in the September following their fourth birthday. Reception children follow the Foundation Stage Curriculum which links into their nursery or pre-school experience.
**EMERGENCY CLOSURE**

If the school is forced to close overnight due to very poor weather conditions or for any other unforeseen reason a message will be on the school website and broadcast on BBC Radio WM from 6.30 a.m onwards. Please do not telephone school for confirmation as staff will have been affected too.

**EMERGENCY CONTACT INFORMATION**

Please ensure that your contact details are correct, and that the school is told about any health matters, especially allergies relating to your child.

**CHARGES AND REMISSIONS**

The Governing Body recognises the valuable contributions that the wide range of additional activities, including clubs, trips and residential experiences can make towards pupils' personal and social education. We aim to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

The Governing Body will invite parents to make voluntary contributions towards the cost of educational visits within school hours. Payment cannot be required of parents and no child will ever be excluded from a trip through non-payment. However, parents are advised that where insufficient contributions are received, a proposed trip cannot proceed. The Charges and Remissions Policy follows the government guidelines and is reviewed annually by the Governors.

**HELP IN SCHOOL**

Your help in school is really appreciated and if you would like to help with any of the activities in the classroom or perhaps in some other area of school life, please contact your child's teacher.

Please note: The Local Authority require all people who work within schools, even on a voluntary basis, to have a DBS check for security purposes. We regret that we cannot accept helpers who are accompanied by younger children.
SCHOOL UNIFORM

At Topcliffe, we see the wearing of school uniform as an important part of school life. It is how we show pride in our school and share an identity. We have chosen a reasonably priced but smart looking uniform and kept it simple so that everybody can be sure what it looks like.

Basic Uniform

Royal Blue sweatshirt with round neck, with or without school logo
White polo shirt
Grey trousers, skirt or pinafore
**Black** school shoes, **NO** trainers, **NO** heels and **NO** boots

**Girls:** White or grey socks/tights  **Boys:** Black or grey socks

Summer Uniform (optional)

**Boys**  Grey shorts
White Polo shirts
Black shoes

**Girls**  Blue/white or lemon/white gingham or striped dress
Royal blue cardigan
White or blue sandals – **NO** flip flops or slip-on sandals

Parents can order quality school uniform delivered direct to your door from Brigade, our online supplier, via [www.brigadeuniformdirect.uk.com](http://www.brigadeuniformdirect.uk.com)
PE Kit

All of our children wear the same PE kit which is part of our school uniform. It is royal blue and consists of a waterproof jacket, shorts, T shirt and socks. Pumps or trainers are needed for outdoor activities. Please ensure that these items are named and in a bag that can be hung up.

Sweatshirts with the school logo can be bought from Brigade, our on line supplier. Also available to order, are fleeces, reversible raincoats and book bags.

Parents can order quality school uniform delivered direct to your door via www.brigadeuniformdirect.uk.com
EQUALITY

Topcliffe is committed to ensuring equality of education and opportunity for all children, staff, parents and carers, irrespective of ability, race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Pupils and others with special educational needs
- Gender specific groups of pupils and staff
- All ethnic groups
- Pupils or families with different religions or beliefs
- Pupils and others with a range of disabilities
- Children who are looked after and their carers.

The achievement of all pupils is monitored regardless of race, gender and disability and if data highlights a need to support pupils and raise standards then teaching is adjusted accordingly.

The school will tackle any discrimination small or large by the positive promotion of equality. The school will work with all stakeholders to challenge bullying, stereotypes, sexism, racism and extremism. As a school we believe that our already wide-ranging diversity is a strength, which is celebrated and in which we embody an environment which champions respect for all. Topcliffe will always work to ensure that all pupils can play as full a part as possible in school life.
PERSONAL POSSESSIONS

Please keep your child's toys at home as this causes too many upsets if they become lost or broken.

Label your child's clothing, school bag and lunch box clearly with their name. We cannot undertake to return lost property unless we know who has lost it. Although we make every effort to ensure that your child's clothing and belongings are kept safe we CANNOT take responsibility for them.

Jewellery

With the exception of watches, the ONLY jewellery allowed to be worn in school are plain stud earrings, not hoops or pendant types, these are dangerous when using PE equipment and are easily pulled by another child. School cannot accept responsibility for items of jewelry that have been lost or lent to other children.

Mobile Phones

Children in Year 6 ONLY are permitted to bring mobile phones into school. These phones are collected at the beginning of the day and locked away in the school office. Phones are then returned at the end of the day. Parent must sign a permission letter for children to bring their phones into school.

Bicycles

In keeping with the Healthy Schools Initiative we encourage children from Year 1 upwards to ride their bikes to school. The bike has to be roadworthy and needs to be locked during the day and your child will need to wear a helmet.

HEALTH and MEDICINES

Preventative medicines such as inhalers for asthma may be sent to school. They must be clearly marked with the child's name and dosage. Inhalers are stored in the child’s classroom so children can access them at all times. Staff have undergone asthma training with the School Liaison Nurse.

If your child has a medical condition we work closely with the school nurse and other healthcare professionals to set up school care plans to ensure that we know your child's particular needs and can help them to make the most of their education.
SCHOOL MEALS
All schools in Birmingham LA are liable for the collection of dinner money and the vetting of a child’s entitlement to Free School Meals for the meals service provided in schools.

Paid School Meals
The cost of a school meal for 2019/2020 is currently £2.35 a day, £11.75 per week. The school is liable for the costs of the school meal service and as such any non-payment of dinner money has to be borne by the school.

Please could you note the following points about payment for school meals:

- Dinner money must be paid in advance on a Monday morning via ParentPay
- Non-payment of dinner money will result in the meal service being withdrawn and parents having to make alternative arrangements at lunchtime
- If you find yourself in difficulty over payments please speak to the office staff or Headteacher and we will try to help you

Parents can make payments electronically through ParentPay—more information about ParentPay is in your welcome pack

HEALTHY SCHOOL STANDARD
Topcliffe School has been awarded the National Healthy Eating Standard. We do not allow children to bring sweets, biscuits or crisps to eat in school as a snack. Infant children are given fruit under the Government Fruit Scheme to eat at playtime. Junior children may bring their own fruit to school for break time. Reception children also have free milk.

Water Bottles
Part of the Healthy Eating Standard is to encourage all children to drink water throughout the day; it is proven to improve concentration levels and in very hot weather will re-hydrate them. All children are encouraged to bring a water bottle to school to drink at any time during the day. These should not contain pop or fruit juice.
Free School Meals

Under the Governments universal free school meal scheme all children in KS1 are entitled to receive a free school meal and it is hoped you will take advantage of this.

In respect of all other years, FSM are available to children under the age of 19 where the parent or guardian is in receipt of any of the following:

1. Income Support
2. Income Based Job Seekers Allowance or ESA
3. Support under part VI of the Immigration and Asylum Act 1999,
4. Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income, as assessed by the Inland Revenue that currently does not exceed £16,190,
5. Guarantee Element of State pension Credit.

Irrespective of what year your child is in, if you think your child is entitled to receive Free School Meals due to you receiving one of the qualifying benefits as stated above, you must complete the on-line application @ www.link2ict.org/FSM.

Sandwiches

If you pay for school meals you may wish your child to bring sandwiches for lunch. Please provide your child with a healthy packed lunch and drink in a lunch bag or box clearly labeled with your child’s name.

Please note the following points:

We do not offer an ad hoc service for school meals, you cannot have one day on sandwiches and one day on school dinners.

In exceptional circumstances e.g. you have forgotten a lunchbox your child should inform the school office directly and pay for a school dinner via ParentPay. Please do not assume your child can just have a meal.

Changes to the type of meal your child has can be done at the start of each term and MUST be notified to the office.

Office Hours

Monday to Friday
Morning: 8.30am - 10.00am.
Afternoon: 2.45pm – 3.45pm.

The school office can no longer accept cash for school meals or trips. Payment must be made via ParentPay.
ATTENDANCE AND ABSENCE

Attainment and progress is linked to attendance and the target for every child is to achieve an overall year’s attendance of 97%.

Children should be at school **on time every day** the school is open, unless the reason for the absence is unavoidable.

**Aims**
- To maximise attendance of all children
- To provide an environment which encourages regular attendance and makes attendance and punctuality a priority for all those associated with the school
- To monitor and support children whose attendance is a cause for concern and work in partnership with parents/carers to resolve any difficulties
- To implement an effective system of rewards and sanctions.
- To promote effective partnerships with other services and agencies

To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.

**Punctuality**

Please make sure your child arrives on time, it enables your child to have a calm start to the school day with the rest of the class.

Persistent lateness will be followed up by the Assistant Headteacher and could be referred to the school Attendance Team.

Pupils arriving after 8.55am must report to the school office to be signed in and will be recorded as late. Pupils arriving after the schools agreed close of register time of **9.15am**, will be recorded as absent. Such an absence will be unauthorised unless a satisfactory reason, with accompanying proof, is provided – e.g. hospital appointment, verified by a letter.

**Reasons for Absence**

First day absence calls are made by office staff to establish reasons for absence, if we have not heard from you by 9.30am. This also allows us to endeavour to safeguard children who may be absent from school without the parent/carer’s knowledge.

Every half day absence from school has to be **classified by the school, not by the parents**, as either AUTHORISED or UNAUTHORISED. This is why information about the cause of each absence is always required.

Routine or non-urgent medical appointments should be **made** outside of school hours. If it is necessary to make an unavoidable appointment during the school day **evidence must be provided** in order for a child’s absence to be authorised. However, if your child’s absence is a cause for concern, additional evidence will be required.

**Holidays in School Term Time**

Under the **Education (Pupil Registration) (England) (Amendment) Regulations 2013**, holidays during term time are **not allowed**.

Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. When an absence is known about in advance parents/carers should contact the school as soon as possible. You may be fined for taking a holiday in school term time.
TOPCLIFFE PRIMARY SCHOOL COMPLAINTS PROCEDURE

If you have any concerns about school, please consult with your child’s class teacher first. If you feel that the situation has not been resolved, you should then contact the Assistant Headteacher.

In certain circumstances it may be necessary to seek an appointment with the Headteacher.

Complaints made will be considered on a case by case basis as each circumstance differs.

Under section 29 of the Education Act 2002, Governing Bodies of all schools are required to have a procedure for dealing with complaints. If you feel that the school has not addressed your concern effectively then you have the right to formally approach the Governing Body.

SCHOOL TERM DATES 2019/2020

<table>
<thead>
<tr>
<th>AUTUMN TERM 2019</th>
<th>SPRING 2020</th>
<th>SUMMER 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 2 September 2019</td>
<td>Monday 6 January 2020</td>
<td>Monday 20 April 2020</td>
</tr>
<tr>
<td>to</td>
<td>to</td>
<td>to</td>
</tr>
<tr>
<td>Friday 25 October 2019</td>
<td>Friday 14 February 2020</td>
<td>Friday 22 May 2020</td>
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<tr>
<td>HALF TERM</td>
<td>HALF TERM</td>
<td>HALF TERM</td>
</tr>
<tr>
<td>Monday 4 November 2019</td>
<td>Monday 24 February 2020</td>
<td>Monday 1 June 2020</td>
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<tr>
<td>to</td>
<td>to</td>
<td>to</td>
</tr>
<tr>
<td>Friday 20 December 2019</td>
<td>Friday 3 April 2020</td>
<td>Monday 20 July 2020</td>
</tr>
</tbody>
</table>

Teacher Training Days

- Monday 2 September 2019
- Tuesday 3 September 2019
- Friday 29 November 2019
- Monday 2 December 2019
- Monday 20 July 2020

Possible other day - to be confirmed

PARENTS EVENING

There are three Parents’ Evenings during the school year, one per term. You are invited into school to meet with your child’s class teacher to discuss their progress.