

Holy Trinity Rosehill CofE Primary School



2022-23



Why should you make Holy Trinity Rosehill school your first choice? Our children say here's why....."



We let our light shine!



We love raising money for charity and making a difference.



Our teachers, teaching assistants and adults in school are kind, caring and want the best for us.



You can see our school values all around.



School is a happy safe place to be.



Leaders in school listen to our ideas.

A message of welcome from the Bishop of Durham, Bishop Paul Butler.

It has been my privilege over many years to visit schools in many different places. This has been across England but also in some of the very poorest countries in the world, like Rwanda, Burundi and Uganda. It does not matter where I see schools at work, I am always impressed by the dedication of teachers and the longing of parents/carers to want the very best for their children.

As a parent I know you want the very best for your child. The Church of England is engaged in schools because it too wants the very best for every child.

Every child matters because every child is special. Naturally they are special to you, their parent or carer, and to grandparents/carers. They are also very special to the school. This is particularly true for us in church schools because of what we believe about the value God places on every child.

Jesus' friends were arguing one day about who was the greatest in God's kingdom. Jesus took a small child, stood him or her amongst the group and told all the adults that unless they became like this child they could never enter God's kingdom. I often wonder just how very special that child felt that day. We want that sense of being loved, accepted and valued to be at the very heart of our schools, and of your child's education.

Education matters because it provides building blocks for life now and into the future. We seek to offer the very best education we can in every school. This is not simply about the important matters of reading, writing, numbers and the like. It is also about the values by which we behave, and the kind of people we want to be. We believe our church schools offer great all round education for every child.

I love being able to visit schools and meet children. They are always enthusiastic, welcoming and brilliant at asking tough questions. Their zeal for learning is inspiring.

So welcome to one of our wonderful church schools. I trust your child will find they grow and develop well throughout their time here.

Paul

A message from Mrs A Swift, Head Teacher.

Dear parents, carers and family members

On behalf of the children, staff and governors, I'd like to welcome you to Holy Trinity Rosehill Church of England (VA) School where it is my privilege to be Head Teacher. Our vision of let your light shine is evident in every aspect of our school and our five school Christian values which underpin all the work we do. These values have an impact on children in our school as they develop and in doing so help our children consider the implications of their choices in relation to themselves, the communities from which they are part and the wider world.

Visitors to school often comment on our "warm and welcoming" environment and it is this quality which ensures children feel safe and supported. Every time I visit a classroom or spend time with the children I am welcomed by a sea of smiling faces, each keen to learn and immensely proud of their school.

As a staff team we try to make the decisions that parents and carers would make for their own children if they could. We work tirelessly to ensure each child enjoys their time in our school and is able to achieve the best they can, both academically and in terms of their personal, social and spiritual development.

Our greatest success is seen in the kindness, dedication and efforts of our children, staff and governors. As a school we value working in partnership with parents, carers and family members in order for children to find school a positive and rewarding experience. We strongly believe achievement and enjoyment go hand in hand to ensure each child makes the best possible progress and by working together we can make our school the best it can possibly be.

Please take some time to look at our School Brochure and get a flavour of Holy Trinity Rosehill Church of England (VA) School. It is always a delight to welcome prospective parents, carers and family members and should you wish to arrange a visit, please contact the School Office.

Yours sincerely,
Mrs Andrea Swift
Head Teacher



A message from Mrs Himsworth - Chair of Governors

Children, parents, carers and staff should rightly have high expectations of the governing body. We are the strategic leaders of the school and we have a vital role to play in making sure every child gets the best possible education and enjoyment from their school life.

Governing bodies should have a strong focus on three core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the Head Teacher to account for the educational performance of the school and its children.
3. Overseeing the financial performance of the school and making sure its money is well spent.

Effective governing bodies must also think carefully about how they are organised. This includes thinking about whether and how to use our powers to delegate functions and decisions to committees or to individual governors and members of staff. There are many different models and governing bodies are best placed to decide for themselves what will work best in their own circumstances in their school.

As a body we take our role very seriously and we understand that to be truly effective in our endeavour, it is vital that we build strong relationships with the Head Teacher and her team and gain the understanding and trust of the children, parents, carers and family members who are the heart of our community.

We truly believe that much good work has been done in school in recent times and that strong foundations have been laid to bring about the improvements that we hope to make in the future. We are a good school with high standards to maintain and we will work together to make sure that we create an effective and stimulating learning and working environment that will benefit us all.

That said, we recognise that there is still a great deal of work to do and there are things that must change. We will support and work with the Head Teacher Mrs Swift, to ensure that we strike the right balance between leadership which is largely our role, and management, the role we delegate to her. We are confident that we can achieve our objective to form an effective and supportive working relationship based on mutual respect and understanding.

Vision Statement

"Let your light shine"

Holy Trinity Rosehill CofE (VA) Primary School "You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

We are proud to be a Church of England School with a vision for everyone to 'let your light shine' as found in Matthew 5:16 (the Sermon on the Mount). We value everyone in our school as unique individuals with skills and talents which we nurture and seek opportunities for them to grow. We strive to provide everyone with the skills they need to flourish in God's beautiful world.

Everyone in our school has a voice and is truly valued for all that they bring to our school family and the wider world.

We work together to encourage everyone to let their lights shine brightly by:

- providing a welcoming, happy and safe learning environment where every child is allowed the freedom to explore, to make mistakes and to grow
- embracing learning and all of the joy it brings
- celebrating our diverse school community and the opportunity for everyone to thrive and flourish providing encouragement and support to all our children, families and community with well-being at the core of our school
- preparing our children with skills and values for life offering a rich and varied curriculum enabling our children to discover the wonders of God's creation and the value of everyone
- seeking opportunities for our children to contribute positively to our school and local community

As a Church school we believe everyone is made in the image of God. We value our school and our community as places where love can flourish. Our distinctive ethos is found in our values, our collective worship, our teaching of Religious Education and our curriculum. Our ethos is the heart beat of our school.



Our Christian Values

We have five values that are celebrated, lived out and enable everyone in our school to flourish.



Friendship – Friendship allows us all to grow by supporting and loving others and sharing in their journey.
'A sweet friendship refreshes the soul' Book of Proverbs 27:9



Compassion – Compassion is an awareness of others – being able to put yourself in someone else's shoes to understand how they feel.
'Be like-minded, be sympathetic, love one another, be compassionate and humble.' First Epistle of Peter 3:8



Forgiveness – Forgiveness is accepting when others make mistakes and moving on – we can forgive and be forgiven.
Forgiveness can take patience and courage.
'For if you forgive others when they sin against you, your heavenly father will also forgive you.' Matthew 6:14-15



Endurance – Endurance is recognising that life can sometimes be difficult and that it is important not to give up.
'You need to persevere so that when you have done the will of God, you will receive what he has promised.' Hebrews 10:3



Thankfulness – Thankfulness is appreciating God's world and his gifts to us. Saying thank you shows we value others and how they touch our lives.
'I will give thanks to you, Lord, with all my heart; I will tell of all your wonderful deeds.' Psalm 9:1

The School Day

Nursery

15 hours

AM session starts 8:45am – 8:55am
AM session ends 11:45am

PM session starts 12:30pm–12:40pm
PM session ends 3:30pm

30 hours

Session starts 8:45am– 8:55am
Session ends 2:45pm

Rosehill Site

Gates open 8:45am – 8:55am
School starts 8:55am
School ends 3:00pm

Trinity Site

Gates open 8:40am –8:55am
School starts 8:55am
School ends 3:10pm

Attendance and School Holidays

Please ensure that children arrive promptly each day. Please note children who arrive at school after 8.55 a.m. (Trinity site) and after 9:00 a.m. (Rosehill site) will need to access school via the school office and will be marked as late.

If your child is absent from school then please inform us by 9.30 a.m. with a phone call. If we are not contacted then we shall contact you to ascertain the reasons for your child's absence.

Schools must differentiate between authorised absences e.g. due to illness, medical appointments or other circumstances and unauthorised absences e.g. unknown reason or absence without agreement with the school. The Head Teacher and office staff undertake regular monitoring of attendance and will contact. Parents/carers of children whose attendance level gives cause for concern, in certain circumstances school will initiate Early Intervention procedures, at the earliest opportunity, and involve the Attendance and Exclusion Team Stockton BC. Please see our Attendance Policy available on our web site for further details. <http://www.holytrinityrosehill.org.uk/wp-content/uploads/2018/07/HTR-Attendance-Policy-1.pdf>

Parents/carers do not have the right to remove their children from school in term time. The Head Teacher will decide whether or not an absence should be authorised. Head Teacher's will only authorise absence in term time when there are exceptional reasons for a child to miss school.

Absence in term time will only be authorised if parents or carers make a request to the school in advance on the appropriate form and show that there are exceptional reasons why the absence has to be in term time. Parents/carers can request a copy of this form from our school offices. The cost, convenience or availability of holidays will not be taken into consideration.

If an absence has not been authorised by the Head Teacher and parents or carers remove their child from school, their child's absence will be recorded as unauthorised on the school register. Parents/carers of children who take their children during term time for more than 5 days will be sent a letter explaining that a referral has been sent to Stockton LA requesting a fixed term penalty fine in line with our Attendance Policy. Please note that school does not benefit financially from such fines.

Term dates for 2022/23 can be found on our school website.
<https://www.holytrinityrosehill.org.uk/term-dates/>

Medical Conditions

Parents/carers are requested to inform the school about any medical conditions, dietary requirements etc, as they arise. If a child becomes ill during the school day, parents/carers will be informed as soon as possible. In the case of an accident one of our qualified first aiders will treat the injury and parents/carers will be informed by an accident slip, text message or verbally describing the injury and treatment which was given. In circumstances where the first-aider feels further medical assistance is required then parents/carers will be contacted and asked to collect their child, so they can decide on the course of action to take or take the child to their GP for further advice. In extreme emergencies the school may contact the emergency services and if the child needs to go to hospital a designated member of staff will accompany them until a parent/carer arrives.

Medication should not be brought to school unless it has been prescribed by a doctor to be taken four times daily. In these cases special arrangements to give the child these medicines during the school day can be made by completing Medicines in School form and checking that the medicine bears the child's name and is in date. This form can be found on our website.

www.holytrinityrosehill.org.uk/wp-content/uploads/2021/03/HTR-Request-for-School-to-Administer-Medication.pdf

Special dietary requirements and allergies:

We work very closely with our School Meals provider to provide meals for children with specific dietary needs and ask you to inform us as soon as possible about such requirements. If a child does require a special diet it can only be provided following a letter from your G.P. confirming the allergy/dietary requirement.

SIAMS

As a Church of England School we are also inspected under the SIAMs (Statutory Inspection of Anglican and Methodist Schools) schedule. Our most recent SIAMs inspection was in February 2018. We were judged to be an “outstanding” school – a copy of our SIAMs report can be found on our web site <http://www.holytrinityrosehill.org.uk/wp-content/uploads/2018/06/HTR-SIAMs-report-FEB-18.pdf>

Please find below the strengths and areas for improvement identified from this inspection.

Strengths	Areas of improvement
<ul style="list-style-type: none">• The distinctiveness and effectiveness of Holy Trinity as a Church of England school are outstanding (February 2018)• Distinctively Christian values drive every aspect of the school’s work and are pivotal in supporting children’ lives and achievements.• Behaviour and relationships at every level are of a high standard. This is a direct result of the Christian character of the school. This results in an extremely positive and supportive environment for learning.• Collective worship is inspirational. It offers the whole community rich opportunities for spiritual reflection and contributes to children’s deep understanding of the person of Jesus.• The high aspirations held by leaders for their school are rooted in a deeply Christian vision for the unique worth of each member of the community.• Exceptionally strong relationships with the school and church community result in sustained benefits for each group.	<ul style="list-style-type: none">• Increase the amount of outstanding teaching and learning in religious education (RE) and use assessment information to plan precise learning sequences that lead to rapid progress• Develop governors as leaders of a church school in order that they can drive forward improvements as a church school through thoroughly evaluating the impact of the school’s Christian distinctiveness• Use leaders from different Christian traditions to lead worship in school so that children experience a greater variety of Christian traditions

Ofsted

Our most recent OfSTED was in February 2018. We were judged to be continuing to be a “good” school – a copy of the letter we received from OfSTED can be found on our website.

<https://www.holytrinityrosehill.org.uk/about/ofsted/>

Please find below the areas for improvement identified from this inspection.

- To further raise expectations across all classes and the level of challenge in lessons, to enable increasing proportions of children to work at greater depths of understanding
- Embed new approaches in mathematics teaching to accelerate children’s progress across all classes
- Intensify the actions of leaders and governors in securing improvements in the attendance of disadvantaged children.
- Continue to develop the roles of middle leaders and the wider leadership team to ensure that new approaches and higher expectations are implemented across all classes and year groups

Collective Worship

Collective Worship is at the heart of our school. Our School fulfils the legal requirements of 1988 Education Reform Act in conjunction with School’s trust deed, by holding ‘an act of collective worship every day’ where children are invited to reflect on their lives and choices they make and to learn more about the life of Jesus. During the worship we may sing, pray and respond to stories. It is the right of every parent/carer to withdraw their child from acts of collective worship. Worship is central to the life of our school and there is no guarantee that children can be withdrawn from the Christian ethos of the school. If this is the case the school will provide supervision (but not extra teaching) for the children concerned. However, we would hope that since parents/carers have chosen a Church of England School, they would wish for their child to take part in collective worship and to understand that should they withdraw their child they will still be within the Christian ethos of the school.



Parents/carers, family and community

We are presently working hard to improve the activities we provide for parents/carers, family members and our community to be involved in the work of our school. As well as fundraising events, this year we are inviting parents/carers into school for our Year Group Open mornings. Parents/carers and family members are also invited into school to celebrate our "We are....." Days – all details can be found on our newsletters. Throughout the year we hold a number of fundraising activities for many different charities and also our School Fund.

Children as leaders

School Council – We believe it is important to listen to our children and value the contribution they can give to making decisions about the school. Every year, each class elects two representatives to the school council who meet every half-term. At this meeting they put forward ideas which their class have asked them to bring to the attention of the Head Teacher through their class council discussions. These ideas are discussed and then decisions shared back with their classes.

House Teams – Every child in school is in a House Team. From time to time children work with other children in the same house team in school regardless of the age of the children. House Team captains are voted for in the Autumn Term.

Sports Crew – We have a number of Y5/6 children in a Sports Crew. The children meet regularly and organise events and competitions in school.

Leading Lights – Leading Lights are a team of children who meet regularly to plan, lead, evaluate and work with people from our community and diocese to develop Collective Worship.



Curriculum

Through our curriculum, we want everyone to have the opportunity to grow as individuals, to take risks in a safe and engaging environment and to be able to let our lights shine. Our curriculum helps us to appreciate our own talents, skills and those of others.

Our curriculum celebrates God's world and the joy it brings. It challenges thinking, provides opportunities to build on prior knowledge and to develop relationships and skills of working in unity. We use our local area and the opportunities it provides to ignite our curiosity in the world around us as we discover the foundations we will continue to build upon as we grow older.

Each subject area across school has a focused and dedicated team of staff who strive to ensure our children experience high quality learning and experiences in line with the National Curriculum to allow everyone to make the best possible progress. Learning is clearly sequenced, built on the foundations of Early Years and brings our locality to life.

Our curriculum aims are:

- To embrace learning and the joy it brings
- To have the freedom to explore and grow as part of our school community
- To experience an exciting and ambitious curriculum allowing children to know more and remember more
- To equip everyone with the skills and values to let their light shine in life and our community
- To be happy and healthy citizens

Religious Education

The school uses the Joint Diocesan Board of Education's Religious Education syllabus, supplemented by the Understanding Christianity scheme. As a school, we believe that religious education should provide a contemporary study of religion, preparing children for later life. We teach children that the British Isles is a multi-cultural nation, which has Christianity as the main religion of the population. As a result, Christianity receives the appropriate weighting within the religious education curriculum. Due consideration within this framework will be given to other world faiths including Judaism and Islam. Respect, tolerance and understanding for the beliefs of others is promoted as part of our programme and by teaching children about British Values. Due consideration within this framework will be given to other world faiths including Judaism, Islam, Hinduism and Sikhism.



English

We teach English daily as a discrete subject from Year 1 to Year 6, with opportunities for Literacy in Early Years (Nursery and Year Reception) being incorporated within the child's day according to principles of the Early Years Curriculum.

Phonics

We use the systematic synthetic Essential Letters and Sounds programme for our phonics teaching. Sessions run for 30 minutes each day with whole class teaching. Children are taught to recognise sounds (phonemes) and letters (graphemes), how to read decodable words as well as more tricky Hard to Read and Spell Words HRSW – also known as Common Exception Words.

Once children have learnt the sound and the letter, they apply their phonics skills and knowledge to read Essential Letters and Sounds reading books covering a wide range of interest levels. These books are used during the sessions and then sent home for reading at home, where we like the children to share at least 3 times a week.

Progress is assessed regularly and interventions are put in wherever needed to ensure all children make progress.

Writing

Writing is a fundamental part of literacy lessons and units of literacy work are planned around and based on a quality text. Texts are mapped out across school to link with topics where appropriate and to ensure coverage of a range of genres, themes, fiction, non-fiction, poetry, plays, authors, classical texts, new releases and best-selling authors.

At Holy Trinity Rosehill CofE Primary, we use the CLPE resource which uses quality children's literature and creative teaching approaches. These in turn develop a high-quality literacy curriculum for our children and allow them to clearly understand the purpose for writing and enjoy becoming authors.

At Holy Trinity Rosehill, children are exposed to different purposes for writing across KS1 and KS2: Writing to entertain, to discuss, to inform and to persuade. Through this approach, our children are able to understand the purpose of their writing, their audience and also as they progress as writers, how each purpose shapes a text.

We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing and be supported to develop a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we teach children to develop independence in being able to identify their own areas for improvement in all pieces of writing by editing their work effectively during and after the writing process.

Reading

Encouraging children to read for enjoyment is key to success as a reader, therefore we choose texts that will excite and encourage children to read. Throughout the year, we promote reading through competitions, live webcasts and reading rewards. We believe our children should be enthusiastic, independent readers, who appreciate the benefits of reading for pleasure. They are supported to be creative and thoughtful writers, who can spell accurately and write meaningfully for real or imagined situations with purpose and audience in mind. They are given opportunities to become engaging, articulate speakers, who can listen to others and adapt their speech for a variety of audiences and situations. Children's confidence and competency of literacy and communication skills will be transferrable to other subjects, hence, English will impact on all lessons and in all areas of the curriculum.



Mathematics

Considerable importance is attached to the children achieving and understanding mathematical processes, concepts and skills. Maths is taught through a daily lesson using the Maths Mastery approach which focuses on using concrete>pictorial>abstract. This is an engaging and accessible style of mathematics teaching, inspired by Singapore and Shanghai. The approach is designed to enhance understanding and enjoyment, as well as raise attainment for every child. Children are encouraged to represent mathematical concepts using a range of mathematical apparatus (concrete). They also use pictures to demonstrate and visualise abstract ideas (pictorial), and then once confident, children will move on to using solely numbers and symbols (abstract). Pupils are also supported and encouraged to think deeply and apply knowledge and understanding to problem solving and reasoning activities, using precise mathematical language and through the use of stem sentences. We encourage children to actively participate in the learning process, thus creating a sense of achievement and confidence.



Science

To enable the acquisition of a systematic, scientific approach to learning, developing useful knowledge, skills and attitudes about the world in which we live, science is presented to the children in a practical, relevant context. Systematic inquiry, analysis of problems, formation of ideas, their testing and modification are encouraged through whole class, group or individual investigations and project work, designed to arouse the children's natural curiosity.



Computing

Computers, I Pads and other means of technology are used throughout the school. Computing skills are taught as a discrete subject and as a means of supporting other areas of the curriculum. Children are encouraged to communicate ideas and information in a variety of forms, where appropriate, using equipment and computer software to enhance their learning.



Design and Technology

Through Design and Technology, children are encouraged to identify, examine and solve practical problems and to make existing situations better. Children are encouraged to be inventive, using a range of materials and tools, thus developing, modifying and evaluating their ideas through a series of projects.



Art and Design

Children are encouraged to be spontaneously creative in art and craft work using a variety of media and techniques. We follow a skills-based approach to teaching that supports other topics in the curriculum at the same time as equipping our children with a set of art skills that they can consolidate and build upon as they move through school. Each year group develops an awareness of colour, line shape, form, value, space and texture. Children record their individual journeys in sketchbooks where they are given time and space to explore, experiment, create and reflect on their work. The study of a range of artists, craftspeople and designers complements this.



Music

We encourage children to enjoy music as a creative and social art. Children have the opportunity to learn about and appreciate music through listening, composing, improvisation, performance, movement and dance. We ensure children are given wide and varied opportunities to make music real and relevant. Throughout the year, all children are given opportunities to take part in a variety of musical activities both in and out of school, drawing upon the expertise of local music services and professional musicians. In KS2 children are also given the opportunity to learn an instrument in small groups – this is funded by parents/carers.



History

The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. We provide opportunities for the children to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We encourage first hand experiences through handling real artefacts and wherever possible arranging fieldwork visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.



Geography

In Geography children develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. We study local areas/issues and extend these studies into the wider world. The children learn to use maps to locate cities, countries, mountain ranges, rivers, seas and oceans. They use atlases, photos and the internet to explore the environment and economics of those countries which they study. They then use the skills they have developed in literacy, numeracy and ICT to report and record their findings.



PE

Children have PE timetabled each week through which we develop the six areas of activity as set out in the National Curriculum – Dance; Games; Gymnastics; Athletics; Outdoor and Adventurous activities; Swimming. Children are given the opportunity to learn how to swim during KS2 and we aim for all children leaving the school to be able to swim at least 25m. Sports taught include football; tag rugby; netball; basketball; kick cricket and short tennis, as well as athletics. Children take part in a range of tournaments and sports festivals both within school between year groups and with other schools.



Modern Foreign Languages

Learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life. We teach languages in a fun and enjoyable way through choosing interesting and relevant topics that will engage and stimulate learning and develop children's curiosity of language.



RSHE

The delivery of RSHE at Holy Trinity Rosehill CofE Primary follows the requirements of the statutory government framework, whilst being tailored to the needs and interests of our children, using our locality to enrich opportunities and experiences for all.

We recognise that RSE and PSHE play an integral part in helping our children be part of our school community, and so we provide opportunities for all individuals to develop healthy respectful friendships, personality attributes including kindness, integrity, generosity and honesty, whether online, in class, through whole school collective worship or through celebration with each other and our families. At Holy Trinity Rosehill CofE Primary, we bring in expert speakers about RSHE issues to ensure our children are well informed. Our democratically elected Student Council represent the views of our pupils, enabling their voices to be heard.

Children with *Special Educational Needs*

All children are valued, respected and welcomed to our school whatever the level of their educational or physical ability. We seek to support all children in their learning and ensure they have equal access to all areas of school life. The SEND code of practice (2014) recognises that a child may have an SEN if he or she:

- continues to make little or no progress in specific areas over a long period of time
- continues working at curriculum substantially below that expected of children of a similar age
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

We seek to identify and assess the special needs of individual children using a variety of assessment techniques and working in co-operation with the children, parents/carers, teaching staff and external agencies.

Children with SEND are placed on our SEN register at an appropriate level and teachers differentiate for their needs in each lesson, through Support Plans or in some cases Education and Health Care Plans. This provision and register is regularly reviewed by the SEND co-ordinator and the Head Teacher. Parents/carers of children on the SEN register are invited to school each term to review their child's Support Plan and progress.

Educational Visits

Learning beyond the classroom can be used to bring learning alive for many children and we aim, where possible, to use our outdoor areas and local community resources to inspire and stimulate our children. Each year we also encourage each class teacher to plan an educational visit further afield to a relevant place of interest within the region – this may be a site of historical or scientific interest e.g. Durham Cathedral, a place to develop children’s cultural awareness or to carry out a geographical study, e.g. Whitby.

All visits are planned carefully and a risk assessment completed by the class teacher so that they meet our Educational Visit policy. Visits only take place once approved by the Head Teacher.

We also believe strongly in the value of residential experiences as a way of developing children socially and educationally. Each year, children in Years 4, 5 and 6 are offered the opportunity to take part in a residential/environmental /adventurous activity.

Charging and Remission

From time to time and in the case of extra-curricular activities, educational and residential visits we may ask parents/carers to offer a voluntary contribution to the costs of these valuable experiences. These costs are communicated to parents/carers well before the event and by helping with the costs enable us to offer a much wider range of such activities. No child will be excluded if they have not paid. However the school wishes to make clear that should insufficient funds be raised to cover the costs then visits may need to be cancelled.



Uniform, Jewellery and Equipment

Uniform

- Grey skirt/pinafore dress/shorts/trousers Please note skirts should be an appropriate length and of a style which allows girls to sit comfortably on the floor.
- Optional blue and white checked or striped dresses for wear in summer months only
- Pale blue polo shirt
- Burgundy sweatshirt or cardigan, without a hood, either plain or with logo
- Plain white/grey/black short or knee length socks (not over the knee) or black or grey tights
- Plain black shoes or boots in winter months. Children should wear shoes which they can manage to fasten independently.

P.E. Kit

- Black shorts
- Plain white T-shirt
- Black zip up jacket, jogging bottoms and trainers

Please do not purchase "branded" P.E kit. This is expensive and unnecessary.

Please ensure all parts of school uniform are clearly labelled. Our embroidered school uniform can be ordered from Elizabeth's Embroidery or online "My Clothing" www.myclothing.com

Water Bottles

Please ensure your child brings a water bottle to school daily which they have filled at home. Please encourage children to carry their water bottles into school rather than place them in their Book Bag.

Book Bags

Each child needs a book bag. Please ensure your child has a school book bag as our "pegs" are not big enough to accommodate large bags. Thank you.

Jewellery

We do not allow children to wear jewellery at school (bracelets, necklaces, ear-rings) due to the risk of accident and injury. If children are to have ears pierced we would advise doing this during the long summer holiday.

The uniform policy can be found on our website.

<https://www.holytrinityrosehill.org.uk/wp-content/uploads/2020/07/School-Uniform-Policy.pdf>



School Lunches

Each day children are offered a choice of meals which all meet the latest Government standards for quality and nutritional content. The meals include a vegetarian option. The cost of a school meal is £2.10. Dinner money (£10.50) is paid via our online payment service.

Children in Year Reception and KS1 (Years 1 and 2) are entitled to a free school meal according to the Universal Free School Meals programme.

We encourage all children to have a school lunch. Some parents/carers may still wish for their children to have a packed lunch. If so, we ask that you follow our Packed Lunch guidance. Please ensure packed lunch is in a named lunch bag – unfortunately we cannot refrigerate packed lunches.

We believe that lunch time is a social occasion and encourage children to speak politely to staff and each other, to sit sensibly with their friends and eat all of their lunch. Our lunchtime supervisors encourage all children to try new foods and ensure lunchtimes are safe and enjoyable for all children.

Free School Meals

Your child may be able to get free school meals if you get any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit – if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals.

Your child may also get free school meals if you get any of these benefits and your child is both:

- younger than the compulsory age for starting school
- in full-time education

Please contact school if you think your child may be eligible for free school meals.

After school activities

We seek to ensure that over the course of a term all children from Reception to Year 6 have the opportunity to take part in after school activities. School staff, volunteers and appropriate visitors assist us in providing these activities. Each club has a cost and a limited number of places.



Behaviour

To have a safe and happy school, we seek to create an orderly atmosphere where everyone recognises their responsibilities, shows tolerance and respect for each other. Good behaviour is actively encouraged and positive reinforcement or assertive discipline used by all staff – children will receive praise to acknowledge their achievements and effort.

Our Behaviour Policy is based on our five school values which are celebrated, lived out and enable everyone in our school to flourish. Please find our behaviour policy on our school website.

<https://www.holytrinityrosehill.org.uk/wp-content/uploads/2022/03/HTR-Behaviour-Policy.pdf>



Assessment and SATs

Assessment is an integral part of the teaching and learning process and is the tool which aids the planning of work for the children. Termly children's progress is reported by the class teacher to the Head Teacher and Leadership Team who discuss the progress made by each individual pupil with the teacher to ensure that every pupil is being sufficiently challenged and making good progress against age expected attainment.

In Year 2 (end of Key Stage 1) and Year 6 (end of Key Stage 2) children have to undertake assessments against National Standards – SATs (Standard Assessment Tests). In Year 2 these support the final teacher assessment which is reported to parents/carers and in Year 6 take the form of externally set and marked tests and teacher assessments which are also reported to parents/carers.

In Early Years, children are assessed through observational assessment, linked to the statutory Early Years Framework and non-statutory Birth to 5 Matters document.

Observational assessment is used throughout the year to inform planning and next steps for children.

Children are observed closely upon entry to school with a baseline of teacher assessment completed in the first six weeks to help shape the learning needed for each child.

In Reception classes, the government Baseline assessment is also completed during the first half term.

At the end of Reception, children who reach age related expectations across Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy and Mathematics are deemed to have attained a good level of development (GLD) ready for their transition into Year 1.

In Year 1, the children will take part in the Phonics Screening Check. It is a short, statutory assessment to ensure that children are making sufficient progress in the phonics skills to read words and are on track to become fluent readers who can enjoy reading for pleasure and for learning.

In the summer term of year 4, children will undertake the Multiplication Tables Check (MTC). The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics.

Our aim is that through our assessment and monitoring system and good teaching we ensure that all children make good progress during their time at our school.

Consultation meetings and reporting to parents/carers.

We hold parent/teacher meetings in the autumn and spring terms where we will discuss progress and development. At these meetings, we will also discuss strengths and the next steps needed for each child to move forward in their learning. A written report is sent home in the spring and summer term which summarises your child's achievements and attainment. We encourage good communication between School and Home so if during the year you have any concerns about your child then please make an appointment to speak to their class teacher.

Admission Arrangements

Our Governing Body sets the Admissions Policy and criteria. This gives parents/carers the opportunity to express a preference about which school they wish their child to attend. It may not be possible to offer your child a place at your chosen school if that school receives more applications than it can take within its admission limit.

It is the responsibility of parents/carers to ensure that the preference form is completed and returned. Further information can be found here:
www.stockton.gov.uk/school-admissions

Our current admission limit is 60 children. If the school is oversubscribed then places will be allocated according to our 2021/2020 Admissions Policy available on our school web site:
www.holytrinityrosehill.org.uk/about/admissions/

Parents/carers considering sending their child to our school are most welcome to visit the school during normal school hours by making an appointment to see the Head Teacher.

Complaints procedure

Should a problem or difficulty arise concerning your child, we would hope that, in the first instance you would contact the school – your child's class teacher in the first instance or our school office. We will reply to your query as soon as possible. We aim to get in touch within 48 hours and will, as always, prioritise safeguarding concerns. In the unlikely event that the situation is not resolved, parents/carers should follow our complaints procedure. (www.holytrinityrosehill.org.uk/wp-content/uploads/2021/10/HTR-Complaints-procedure-October-2021.pdf)

Equality and Diversity

We value all members of our school and community seeking to accept everyone with respect and ensuring that all have equality of opportunities irrespective of their gender, ethnicity, sexuality, religion, background or disability. We aim to be fully inclusive in all areas of school life and encourage our children to recognise and value our rich and diverse world.