



We follow in Christ's footsteps

**ST. PATRICK'S
PRIMARY SCHOOL, DIPTON**

SCHOOL PROSPECTUS

2020 - 2021

St. Patrick's R.C. Primary School is located in North West Durham in a small semi-rural community serving an area of approximately three miles in radius.

The school is a Voluntary Aided school for children between the ages of four and eleven years. Built in 1907, the school combines some of the enduring past with the best in modern methods.

OUR SCHOOL MISSION STATEMENT: *We follow in Christ's footsteps.*

At St Patrick's School our mission is to foster a caring and creative environment where each child can reach their full potential, spiritually, socially, emotionally, intellectually and physically, that each child may lead a healthy, productive and meaningful life.

We focus on 7 rainbow learning qualities:

Showing God's love;

Respect;

Inquisitiveness;

Ambition;

Independence;

Perseverance;

Resilience.

SCHOOL ORGANISATION

Academic Year 2020 – 2021

| | |
|--|--------------------------|
| TEACHING STAFF | |
| Head Teacher | Mrs J Burgess |
| Deputy Head Teacher | Mrs L Gardner |
| Reception | Mrs K Bajrami |
| Year 1 | Mrs J Evans |
| Year 2 | Mrs L Gardner |
| Year 3 | Mrs K Bevan/Miss J Clish |
| Year 4 | Mrs A Brotherston |
| Year 5 | Mrs A Oswald |
| Year 6 | Miss E Parry |
| Reading Recovery Teacher | Mrs L Langley |
| Support Teacher | Mrs Hinsche |
| TEACHING ASSISTANTS | |
| | Mrs K Hodgson |
| | Mrs L Moore |
| | Mrs C Drummond |
| | Mrs H McGrady |
| | Mr J Suddick |
| | Mr T Turner |
| NON-TEACHING STAFF | |
| School Business Manager | Mrs C Charlton |
| School Admin Officer | Mrs J Clarke |
| Caretaker | Mr J March |
| Ancillary staff | Mr K Greener |
| Ancillary staff | Mrs M Greener |
| Kitchen Manager | Mrs A Miller |
| Kitchen Assistant/School Crossing Patrol Officer | Miss M Dwyer |
| Breakfast club Supervisory Assistant | Mrs A Miller |
| Breakfast club/Lunchtime Supervisory Assistant | Mrs N Hague |
| Lunchtime Supervisory Assistant | Mrs A Barwick |
| Lunchtime Supervisory Assistant | Mrs W Lumley |
| Lunchtime Supervisory Assistant | Mrs M Doggett |
| Lunchtime Supervisory Assistant | Mrs H McGrady |
| School Counsellors | Miss L Howard |
| | Mrs V McFarlane |
| Education Development Partner | Mrs P Monaghan |

THE GOVERNING BODY OF THE SCHOOL

Current Governors

| | |
|------------------------------------|----------------|
| Foundation/Chair of Governors | Mrs K Plunkett |
| Foundation/Vice Chair of Governors | Mrs P Dooley |
| Foundation Governor | Mr M Shiels |
| Foundation Governor | Ms S Walker |
| Foundation Governor | Mrs K Hodgson |
| Parent Governor | Ms K Campbell |
| Parent Governor | Mr T Lawrence |
| Deputy Headteacher Staff Governor | Mrs L Gardner |
| Headteacher Staff Governor | Mrs J Burgess |

THE SCHOOL DAY (adjusted with regard to Covid-19 risk assessment)

| <i>Year group</i> | <i>Start time</i> | <i>Finish time</i> | <i>Assembly/drop off point</i> | <i>Collection point</i> |
|-------------------|-------------------|--------------------|--|-------------------------|
| <i>Reception</i> | <i>9.10</i> | <i>3.00</i> | <i>Lining up system at allocated times</i> | <i>Little yard</i> |
| <i>Year 1</i> | <i>9.05</i> | <i>3.15</i> | | <i>Big yard</i> |
| <i>Year 2</i> | <i>9.05</i> | <i>3.15</i> | | <i>Big yard</i> |
| <i>Year 3</i> | <i>8.55</i> | <i>3.10</i> | | <i>Big yard</i> |
| <i>Year 4</i> | <i>8.55</i> | <i>3.10</i> | | <i>Big yard</i> |
| <i>Year 5</i> | <i>8.45</i> | <i>3.05</i> | | <i>Big yard</i> |
| <i>Year 6</i> | <i>8.45</i> | <i>3.05</i> | | <i>Big yard</i> |

THE SCHOOL DAY (as we usually operate without Covid-19 restrictions)

| Year group | Start time | Finish time | Assembly/drop off point | Collection point |
|------------|---|-------------|---|------------------|
| Reception | Children arrive in school from 8.45 – register is taken at 8.55 | 3.10 | N/A | Little yard |
| Year 1 | | 3.10 | Children should not be left unsupervised before 8.45 am | Big yard |
| Year 2 | | 3.10 | | Big yard |
| Year 3 | | 3.15 | | Big yard |
| Year 4 | | 3.15 | | Big yard |
| Year 5 | | 3.15 | | Big yard |
| Year 6 | | 3.15 | | Big yard |

Class Prayers - the beginning and end of each morning and afternoon session.

Registration - the beginning of each morning and afternoon session.

ASSEMBLIES

Whole school collective worship twice weekly/class collective worship twice weekly (*whole school collective worship now led remotely due to Covid-19 restrictions and classes operating in 'bubbles'*).

Friday - School Assembly - celebration of work and recognition of effort (*whole school assemblies now led remotely due to Covid-19 restrictions and classes operating in 'bubbles'*).

Whole School/Year Group Masses arranged on a termly basis (*restrictions currently in place*).

Services/Masses will be arranged throughout the year.

A diary of events will be sent out to parents/carers at the beginning of each term and will also be added to the school website *once we are able to reintroduce our usual routines*.

St. Patrick's Dipton School Holidays 2020 - 2021

| | August 2020 | September 2020 | October 2020 | November 2020 | December 2020 | January 2021 |
|-----------|---------------|----------------|---------------|---------------|---------------|---------------|
| Monday | 3 10 17 24 31 | 7 14 21 28 | 5 12 19 26 | 2 9 16 23 30 | 7 14 21 28 | 4 11 18 25 |
| Tuesday | 4 11 18 25 | 1 8 15 22 29 | 6 13 20 27 | 3 10 17 24 | 1 8 15 22 29 | 5 12 19 26 |
| Wednesday | 5 12 19 26 | 2 9 16 23 30 | 7 14 21 28 | 4 11 18 25 | 2 9 16 23 30 | 6 13 20 27 |
| Thursday | 6 13 20 27 | 3 10 17 24 | 1 8 15 22 29 | 5 12 19 26 | 3 10 17 24 31 | 7 14 21 28 |
| Friday | 7 14 21 28 | 4 11 18 25 | 2 9 16 23 30 | 6 13 20 27 | 4 11 18 25 | 1 8 15 22 29 |
| Saturday | 1 8 15 22 29 | 5 12 19 26 | 3 10 17 24 31 | 7 14 21 28 | 5 12 19 26 | 2 9 16 23 30 |
| Sunday | 2 9 16 23 30 | 6 13 20 27 | 4 11 18 25 | 1 8 15 22 29 | 6 13 20 27 | 3 10 17 24 31 |
| | February 2021 | March 2021 | April 2021 | May 2021 | June 2021 | July 2021 |
| Monday | 1 8 15 22 | 1 8 15 22 29 | 5 12 19 26 | 3 10 17 24 31 | 7 14 21 28 | 5 12 19 26 |
| Tuesday | 2 9 16 23 | 2 9 16 23 30 | 6 13 20 27 | 4 11 18 25 | 1 8 15 22 29 | 6 13 20 27 |
| Wednesday | 3 10 17 24 | 3 10 17 24 31 | 7 14 21 28 | 5 12 19 26 | 2 9 16 23 30 | 7 14 21 28 |
| Thursday | 4 11 18 25 | 4 11 18 25 | 1 8 15 22 29 | 6 13 20 27 | 3 10 17 24 | 1 8 15 22 29 |
| Friday | 5 12 19 26 | 5 12 19 26 | 2 9 16 23 30 | 7 14 21 28 | 4 11 18 25 | 2 9 16 23 30 |
| Saturday | 6 13 20 27 | 6 13 20 27 | 3 10 17 24 | 1 8 15 22 29 | 5 12 19 26 | 3 10 17 24 31 |
| Sunday | 7 14 21 28 | 7 14 21 28 | 4 11 18 25 | 2 9 16 23 30 | 6 13 20 27 | 4 11 18 25 |

Blue = School Holidays **Yellow** = Training Days **Red** = Bank Holidays

AUTUMN TERM: 74 days

SPRING TERM: 55 days

SUMMER TERM: 66 days

TOTAL: 195 days (5 days for in-service training of teachers).

The school will be open to pupils for 190 days

TRAINING DAYS: Tuesday 1st September, Monday 4th January, Friday 28th May, Monday 19th July, Tuesday 20th July. **RETURN DATE:** September 2021 to be confirmed.

HOLIDAYS IN TERM TIME:

We ask that parents/carers avoid holidays in term time, wherever possible, as this disrupts the educational provision offered to pupils. If, in exceptional circumstances, a parent/carer wishes to take a holiday in term time, a request must be supplied, in advance, to the Headteacher using the correct form which is downloadable from our school website. Additional information may be required.

SAFEGUARDING AND CHILD PROTECTION

The safeguarding of children remains our first priority and we will always put the needs of our pupils first. We view the protection and safeguarding of pupils as the responsibility of all governors and staff and, as such, we have a number of policies and protocols in place (which can be viewed on our school website). These ensure every possible precaution is taken to allow pupils to flourish in a safe environment.

The designated members of staff for child protection are Mrs J Burgess (Headteacher) and the deputy designated members of staff are Mrs L Gardner (Deputy Headteacher) and Mrs C Charlton (School Business Manager). The governor responsible for child protection matters is Mrs K Plunkett. All staff and governors participate in regular training. If anyone has any concerns regarding any child or any school procedures, we ask that you contact Mrs Burgess without hesitation.

If you are concerned that a child is being harmed or neglected and school is closed you can ring First Contact 03000 26 79 79. If you feel a child or young person is at immediate risk of harm you can call 999.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

All pupils follow the curriculum at a level and pace suitable for their ability. Our philosophy places pupils with SEND at the heart of personalised learning and our curriculum is tailored to meet individual pupil need. All activities, inside and outside the classroom, are fully inclusive in order to promote the highest level of achievement.

Mrs A Brotherston is responsible for overseeing the well-being, progress and attainment of pupils with SEND and she is available, by appointment, to discuss any successes, concerns or queries with parents/carers. The governor responsible for matters relating to pupils with SEND is Mrs K Hodgson.

LOOKED AFTER CHILDREN

Mrs L Gardner is responsible for the well-being, progress and attainment of our looked after pupils. The governor responsible for matters relating to our looked after pupils is Mrs K Hodgson.

SCHOOL UNIFORM

Our pupils are frequently complimented on their standards of appearance and parents are asked to co-operate in ensuring that those standards are maintained. The wearing of, what we believe is, a very attractive uniform is of the greatest importance. The school also stresses that excessively short/shaved hair, as well as any form of patterned cut/patterned beaded hairstyle or hair colouring is not acceptable. Short hair should be uniform in length (top and sides) and no shorter than a grade 3 as a guide. Hair should always be tied back once it approaches shoulder length. Pupils should use only discrete, plain bobbles and hairbands with school uniform colours. Large bows and hair decorations are not allowed. For reasons of safety and security, the wearing of jewellery is not allowed.

School Uniform comprises:

- School Tie
- White Shirt
- Grey/Black School Trousers/Skirt/Pinafore
- Bottle Green Pullover
- White/Grey socks - not trainer socks

Black Shoes – not trainer style

An optional summer uniform of green checked gingham dress would also be acceptable.

P.E. uniform is compulsory

Games/P.E. Kit comprises:

Green Shorts

Yellow T-shirt

Plain dark tracksuit bottoms/jogging bottoms

Training Shoes

School jumpers, cardigans, book bags and PE tops bearing the school logo can be ordered online from Tesco.

School ties can be purchased from school.

All items of clothing should be marked with the name of the pupil. Sew in/iron on labels are much more effective.

For pupils forgetting ties, a supply of spare ties is available for a one-day loan.

BEHAVIOUR/DISCIPLINE

All staff have the highest expectations regarding the behaviour of our pupils as we want to impress upon our children, from an early age, that St Patrick's has an ethos of mutual respect. Our mission, devised by pupils themselves, 'We follow in Christ's footsteps' underpins all we do. This statement emphasises that St Patrick's staff will always deal with pupils and their parents/carers, with respect and courtesy and would expect the same in return. Where there is an issue regarding pupil behaviour, school will follow the Behaviour Policy available on school website or through school office.

THE CURRICULUM

STATEMENT OF INTENT FOR OUR CURRICULUM

Intent

At St. Patrick's RC Primary, we intend to provide a curriculum which

- is broad, rich and varied, with knowledge and vocabulary at the heart, underpinning the application of skills;
- supports the spiritual, moral, social and cultural development of each child, through a focus on our core school values of *inquisitiveness, ambition, resilience, perseverance, respect, independence and the compassion of 'sharing God's love'*. This enables our children to thrive and equips them with the skills to become positive, thoughtful and caring citizens in school and in the wider world;
- is underpinned by enquiry and curiosity, ensuring learning is contextualised within a broad and balanced curriculum;
- develops knowledge sequentially, building upon prior learning and exploiting links between subjects and previous experience;
- allows for 'real learning', where our pupils are immersed in experiences that will enrich their minds and make learning memorable;
- nurtures enthusiasm and empowers children to take ownership of their own learning.

Implementation

- Through our thematic approach to learning, we ensure coverage of the content of the National Curriculum, whilst providing opportunities for learning to be contextualised and linked. Our curriculum map is constructed to ensure all subjects are covered throughout the primary phase. We have reviewed subjects carefully to ensure there is

connectedness, where it makes most sense, and that pupils are given ample opportunity to revisit content.

- Thorough consideration has been given to the way in which knowledge is sequenced. A progression of skills document has been carefully developed to make explicit what pupils must know and be able to do in each subject by the end of each academic year, considering what has come before and what pupils will continue to learn in the next year. This allows our pupils to remember knowledge and build on their prior learning.
- Evaluation of themes and subject areas taught ensures that breadth and balance are maintained and that all curriculum areas are covered. It is also necessary, at times, to teach an aspect of a subject area outside a unit of work, to give the aspect further emphasis and depth.
- We offer our pupils an exciting range of visits, visitors and activities, including outdoor learning, that provide unique opportunities and motivate learning.

Intended Impact

- First and foremost, we aim to instil in our children, a love of learning and an understanding that learning is part of a wider journey.
- We have high aspirations for every pupil and it is our aim that each child is equipped with the skills, knowledge and confidence to independently take the next step in their educational journey
- We consider our children as individuals who are facing future challenges and ultimately leave us secondary school-ready having enjoyed and embraced their learning experiences along the way.
- This impact is evident in
 - The engagement of pupils in lessons;
 - An increase in the knowledge and skills of children (measurable against our progression of skills document);
 - An embracing of our school values and an increased ability to apply these across contexts.

SUBJECTS

The basic curriculum covers all areas as defined by the National Curriculum: English, mathematics, science, computing, citizenship, relationships and health education, history, geography, music, art and design, design technology, physical education, and languages. The Foundation Stage curriculum covers communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding of the world and creative and expressive arts.

Foundation Stage/Key Stage One

Children in Reception operate within the Foundation Stage leading to Programmes of Study for Key Stage One during Year 1 and Year 2. In Reception, the starting point is the individual child and his/her needs. Work is carried out in varied situations allowing the children to develop by making meaningful choices, sharing responsibilities and learning through first hand experiences. The school places great value on the development of the basic skills of reading, writing, mathematics and personal and social skills. Children are encouraged to become competent in using these skills in problem solving situations.

Key Stage Two

Within Key Stage Two, the curriculum continues to be implemented as at Key Stage One with specific emphasis on the development of English, mathematics, science, computing and religious education. Pupils become increasingly aware of the world in which they live and the development of civilisation through opportunities to study aspects of citizenship, languages, relationships and health education, history and geography. Within the creative arts, pupils are provided with a wide range of learning experiences designed to foster and develop their imagination.

Religious Education is at the heart of our school curriculum. It is present in all aspects of school life. The theories explored in the religious education lessons reflect this attitude and are a basis for work in other curriculum areas. Our religious education programme is based on the national scheme for catholic primary schools, *'Come and See'*.

The weekly learning quality is illustrated through an appropriate Bible story. To further embed children's understanding of Bible stories, we have embarked on an initiative called 'Open the Book' led by local volunteers who visit school every fortnight to lead a whole school gathering. *Visits have been temporarily suspended due to the pandemic.*

RELATIONSHIP AND HEALTH EDUCATION (RHE)

RHE became a compulsory subject for all schools from September 2020. The main resource we use, as recommended by the diocese, is **'Ten Ten'** which links with our religious education **'Come and See'** programme. It is based on five core themes: moral, spiritual, physical, emotional and social and is taught progressively. Links are made cross-curricular e.g. in science as appropriate.

The aim of our teaching, at St. Patrick's, is to involve parents as the primary educators of their child. We intend to equip young people with the ability to make practical judgements in particular circumstances, explore and promote virtues which are essential to promoting respect and dignity. The programme is delivered in an age appropriate way which reflects the development of the child and is sensitive to their needs, recognising the mix of pupils with different backgrounds in each class.

Parents may withdraw their child from sex education but this does not include puberty and the changing adolescent body including menstruation which is part of health education.

THE PROCESS OF ASSESSMENT

FOUNDATION STAGE ASSESSMENT

Assessment in the Foundation Stage is ongoing and informal. It is recorded at the end of the Reception year in the form of a Foundation Stage Profile.

The purpose of assessment is to:

- identify the child's strengths and learning needs;
- enable the teacher to plan appropriate teaching and learning activities to meet the child's needs;
- identify the child's individual learning needs including special educational needs;
- provide information that will inform discussion with parents about their child's learning and progress.

Assessment is intended to:

- assist with curriculum and resource planning;
- form part of a 'value-added' measure, that is, show how far each child has progressed from his/her starting point;
- aid accountability.

Early Learning Goals

The Foundation Stage Profile encompasses 17 Early Learning Goals organised into 7 areas of learning which establish expectations for most children to reach by the end of the Foundation Stage.

These provide the basis for assessment throughout the Foundation Stage, so providing a secure base on which to build future learning. By the end of the Foundation Stage, some children will have exceeded the goals. Other children will be working towards some or all of the goals.

THE PROCESS OF STATUTORY NATIONAL CURRICULUM ASSESSMENT- KEY

STAGE ONE/KEY STAGE TWO

This process of National Curriculum assessment is made up of:

- teacher assessment, which is evidence of achievement gathered during the normal teaching programme over the key stage as a whole;
- standard assessment, which is evidence of achievement gathered through the application of standard assessment tasks e.g. in Year 6 and Year 2.
- a phonics screening test which is carried out towards the end of Year 1. This test is carried out again towards the end of Year 2 for those pupils who did not pass the test in Year 1.

The full assessment of a child's achievements is a combination of teacher assessment and standard assessment information. Standard Assessment Tasks (SATs) only measure achievements against a sample of attainment targets.

In every year group, on-going teacher assessment provides data against all attainment targets.

THE PROCESS OF RELIGIOUS EDUCATION CURRICULUM ASSESSMENT

In line with diocesan recommendations, children's skills and knowledge are assessed during each term. There are two attainment targets:

- learning about religion - to assess children's knowledge understanding and the ability to evaluate;
- learning from religion - assessing children's ability to reflect upon meaning.

PLANNING FOR ASSESSMENT

At St. Patrick's Primary School, planning for assessment is in three stages: long, medium and short term. This ensures that each teacher is clearly aware of their individual curriculum commitment. Curriculum continuity and progression exist within the school. Pupil progress is tracked rigorously to ensure appropriate progress is being made.

CLASSROOM ORGANISATION

Class teachers use a variety of means by which they organise their classrooms to accommodate the individual needs of the child. Grouping is flexible. The main objective for teachers is to provide a range of teaching and learning experiences which will enable as many pupils as possible to reach age related expectations.

Pairing children, to encourage talk and share learning experiences is also seen as a valuable means of developing children's confidence and success, especially in problem solving tasks, investigation and reading.

REPORTING TO PARENTS

Throughout the year, parents or teachers may request times to discuss the progress of children if a particular concern has become apparent.

Specific opportunities to report to parents will take place during the year. A parents' evening will be held in the autumn and spring terms. A detailed report will be provided in the summer term and parents have the opportunity to meet with the teacher if they have any further concerns/questions.

HOMEWORK POLICY

Reading and key number skills are the core foundations of our homework policy. Without solid foundations in these areas, children can struggle in their learning. Parents, as well as school, have a key role to play. It is essential that they support their children at home to enhance their skills in order to make learning easier at school. Pupils flourish when teachers and parents/carers work together.

It is expected that children will read at least 3x per week, with parents recording their reading in their online reading record through Purple Mash. Times tables need to be learnt dependent on age group as to which are appropriate. Teachers will outline this as well as any additional expectations regarding homework in their class newsletters. Any homework given is to enhance and build upon the work done in the classroom.

CONTINGENCY PLANS FOR HOME LEARNING (ISSUED AUTUMN TERM 2020)

If your child needs to isolate whilst waiting for a test result (for themselves or a household member) or to isolate due to being in close contact with a confirmed case of Covid-19,

- *On the first day of absence, please encourage your child to read their reading book, practise key maths facts (tables or number-bonds) and practise spelling rules (current and previous).*
- *From the second day of absence, daily work will be provided on Purple Mash. Your child will receive a daily overview of tasks to complete as a 2Do notification (on the purple bell). There will be three tasks set per day (English, maths and one other subject).*
- *If you have any queries about these tasks, please call the school office. Please be aware, however, that your child's teacher will be continuing to teach the rest of the class and so may not be able to answer your query immediately or in person.*
- *If your child is poorly, and not well enough to attend school, they are not well-enough to complete work and no work will be set for them.*

If your child's class or bubble needs to isolate due to a confirmed case of Covid-19 within school,

- *Daily work will be set via Purple Mash. Each morning, children will receive a notification with an explanation of the day's tasks.*
- *Three tasks will be set per day (English, maths and one other subject). These will not just be revision tasks: teachers will continue to move learning forward and new content will be introduced through quality, government endorsed, pre-recorded video lessons. (Links will be provided with the daily tasks).*
- *During the isolation period, we also hope to include some video input from your child's class teacher. These videos will be played via YouTube. You may like to check your filter settings. Please ensure that you have selected 'Restricted Mode' from the drop-down menu from your Google account icon in the top right. You can also switch off playback of extra videos in YouTube. While a video is playing, select the 'settings' icon and then switch off 'autoplay'.*
- *It is expected that your child completes the daily work set at home and uploads it to 'hand-in' to their teacher. (Full instructions on how to do this have been provided in the previous letter about homework and are also available on our website). Tasks will be progressive and will expire after two days, so it is vital that your child keeps up with the work set.*
- *Work will be marked online and, in order to ensure progress, timely feedback will be provided to children. As such, we will contact parents whose children have not completed their work. You have the flexibility to hand work in during the evening but please try to stick to the allocated days (e.g. Monday's work should be uploaded by Monday night to keep all children on track). Depending on when work is handed in, comments may be added the same day or may not be looked at/marked until*

practicable the following day.

Unless photographs are work related, we ask that pupils do not upload any personal photos of themselves to their school account. Purple Mash is a secure platform, but as a matter of course, we never link photos and names.

HOSPITAL AND CLINIC APPOINTMENTS

If your child has an appointment for either of the above during school time, please inform the teacher beforehand and a parent, or responsible adult, should collect and return the child. School will need to view a letter or appointment card as confirmation.

If the parent requests anyone else to collect the child other than the person usually responsible, the school must be contacted in advance. In the interests of safety, no child may leave the premises, unaccompanied, during school time.

HEALTH CARE

Should it be necessary for a child to be absent from school, it is essential that the reason for the absence be relayed to the school, in the first instance by telephone as soon as possible. When you phone school to report absence, we ask that you do so before 9.00am. This is in order that the school may comply with the legal obligation to publish unauthorised absences.

In the event of extended or frequent unexplained absences, the Educational Welfare Officer, Mrs L Sabourn, may contact you or call at your home.

A small number of parents find it necessary each year to supply the school with information about the health of their children. This knowledge can be very important if a child is ever ill or in need of treatment while at school. **Please ensure that the form regarding this information is returned to school and updated when appropriate.**

In the interest of safety, if ever it is necessary for prescribed medication to be brought to school, it must be handed in to the school office. It will then be passed to the named first aider, who will administer and record the dosage in the Medical Book. A form stating the reason, dosage and time of administration must accompany medication. **Medicines can only be administered at school if the dosage is 4 times a day.**

EMERGENCY AND ACCIDENTS

Parents are asked to give a **telephone number** or address at which they can be contacted in the event of an **emergency**. Please give an alternative number in case you are not available. **If this information changes, please inform a member of the office staff.**

A number of staff are trained in first aid and deal with minor injuries and illness in the school. If your child is involved in an accident which we feel requires hospital treatment, you will be contacted immediately. A record of written permission to take your child to hospital if emergency contact cannot be made is essential.

To ensure pupil safety, we have prohibited access into school for parents/carers during the morning 'drop off' and evening 'pick up'. We ask that parents park cars courteously outside school, paying attention to road markings, and walk into school with their child/children.

Parents are encouraged to wait inside the school yard when collecting on an evening as this is safer than standing on the pavement outside as space is limited.

Pupils can bring bikes/scooters to school as long as they wear appropriate protection. Bikes and scooters should be stored in the bike shed which is secured at approximately 9.10am each day. Pupils must enter and exit the school site on foot, however, and are not permitted to ride either scooters or bikes in the school yard.

PARENTS/CARERS SHOULD NOT ENTER THE SCHOOL GROUNDS IN VEHICLES

TO COLLECT PUPILS WHO HAVE BEEN ATTENDING AFTER SCHOOL CLUBS AS THIS IS HIGHLY DANGEROUS.

PAYMENT SCHOOL ALL SCHOOL ACTIVITIES

All parents/carers are asked to pay for school activities e.g. breakfast club, lunch, clubs or visits through the ParentPay system. Each parent/carer is given unique log on details. If you have any queries please contact Mrs Clarke in the school office.

BREAKFAST CLUB

We have a breakfast club 'Paddy's Breakfast Bar' which operates Monday to Friday 8.00 - 8.45 and costs £2.00 per day. Family breakfasts also take place during the school year. *Unfortunately, family breakfast has been temporarily suspended as part of Covid-19 restrictions.*

AFTER SCHOOL CLUBS

We also have a full range of extracurricular activities which take place after school. These clubs may change on a termly basis as we take feedback from children and parents. *Currently, after school clubs are unable to operate due to Covid-19 restrictions.*

HEALTHY SCHOOLS

St Patrick's promotes healthy lifestyles and healthy choices. Foundation Stage and Key Stage 1 children are given fruit each day in school. We ask that all other playtime snacks sent in from home are fruit or vegetables only.

SCHOOL MEALS

We encourage all parents to take up the option of a school lunch for their child/children, which are free for Reception, Year One and Year Two pupils and reasonably priced, at £2.10, for pupils in Key Stage 2. Menus are sent home in advance and children can select their preferred meal. School lunches are monitored very carefully and must comply with stringent nutritional guidelines. If any child suffers from food allergies, we ask that you contact school as soon as possible so that medical information can be collected and suitable menus can be arranged.

PACKED LUNCHES

All children who have packed lunch must ensure that their packed lunch is stored in a safe, secure airtight box to avoid any damage to their food. To comply with Health and Safety regulations, no glass bottles or hot drinks/liquids are allowed. Again, we strongly recommend parents to take up the option of a school lunch. However, if parents wish to prepare packed lunches, we ask that only healthy options be included. Please refer to our Packed Lunch Policy on our school website.

INFORMATION ABOUT SPORT

St. Patrick's R.C. has always maintained a keen interest in sport and encourages pupils to participate in a range of sporting activities both within lesson time and outside of the curriculum. These activities offer children the opportunities to develop co-ordinated control as well as promoting social skills, a sense of working together as a team and the enjoyment of the sports themselves. Within P.E. lessons, children develop and explore a range of skills and techniques involved in games, gymnastics, dance athletics and swimming. Throughout the year we offer the opportunity for pupils to participate in various coaching schemes as well as many competitions.

The school has a tarmac outdoor area suitable for netball and small games activities as well as a playing field suitable for larger team games and athletics. During P.E. lessons pupils are expected to wear the designated school P.E. kit. Tracksuit/jogging bottoms are permitted in colder weather.

UNAVOIDABLE CLOSURE

On occasions, due to circumstances beyond our control, it may be necessary to close the school. In times of severe weather, heating breakdowns etc., there may be very little notice of such closure. We also have a texting system which allows school to contact parents directly through mobile phones. It is therefore imperative that we have an up to date key contact number. Parents or emergency contact will always be informed before a child is sent home. If school has to close, we will make use of our home learning platform.

SECONDARY LIAISON

Pupils usually transfer to St. Bede's R.C. Comprehensive School in Lanchester at the end of Year 6. We have an excellent relationship with St. Bede's and pupils are given varied opportunities, particularly in Year 4, Year 5 and Year 6, to meet staff and visit the school.

VOLUNTEERS IN SCHOOL

We appreciate parents/carers have many skills to share. If you wish to volunteer in school, please contact the school office. All volunteers must be willing to agree to our volunteer code and to undergo a Disclosure and Barring Service (DBS) enhanced check. Safeguarding pupils is always our first concern. *Currently, we are not able to accept volunteers in school due to Covid-19 restrictions.*

FRIENDS OF ST PATRICK'S

We are delighted that we have a group of parents/carers, extended family members and staff involved in fundraising activities for our school. If you wish to be part of this group please see Mrs Charlton in the school office or access the school website for more information.

PARISH LINKS

We have close links with all the neighbouring parishes of St. Patrick's, Dipton and we are constantly looking forward to new and exciting ways to enhance these positive relationships further.

GUIDANCE AND PROCEDURES FOR DEALING WITH SCHOOL COMPLAINTS

We have procedures in place to deal with complaints relating to the school and to any community facilities or services that the school provides. If you have any concerns, please do not hesitate to contact either the class teacher or, if you prefer, Mrs Burgess directly. We will make every effort to deal with your concern promptly and positively. Please consult our policy on the school website for guidance or collect a copy from the school office. If your concern regards Mrs Burgess, please contact Mrs K Plunkett, Chair of Governors.

WEBSITE

Our school website contains a wealth of information regarding our school and how we operate. It is updated weekly with photographs to give parents/carers a flavour of on-going events. It also includes, for example, information on holidays, a calendar of activities updated each term and a range of policies. You can also find out about our governing body, school improvement priorities and data regarding past performance. We would encourage all parents to use this as a reference point.