



Rawmarsh Sandhill Primary School

Part of Wickersley Partnership Trust

PROSPECTUS



WICKERSLEY
PARTNERSHIP
TRUST



We are committed to supporting every child to become the very best that they can be.

Welcome to **Rawmarsh Sandhill Primary School**

Part of Wickersley Partnership Trust



Rawmarsh Sandhill Primary School is a warm and friendly school with a family atmosphere. Our children are at the very heart of everything we do and are valued as individuals. Our caring and dedicated team are committed to supporting every child to become the very best that they can be.

We strive to create a learning environment where all children can thrive, feel safe, be happy and confident in their learning and therefore achieve their full potential.

Our curriculum is based around exciting, stimulating and relevant 'learning journeys', enhanced by real life learning experiences. At the core of these 'learning journeys' lies the commitment to children mastering the core skills of the curriculum, allowing them to make progress year on year.

We strongly value the role of parents and families in the lives of Sandhill children and are proud to be a part of the wider community.

Developing, growing and nurturing children is a privilege – something that is not taken lightly – and is at it's best when it is done in partnership.



“We strive to create a learning environment where all children can thrive, feel safe, be happy and confident in their learning and therefore achieve their full potential.”

CONTENTS

6	VALUES & ETHOS
12	GENERAL INFORMATION
	Uniform
	Admissions
	Attendance & Absence
	Charges & Remissions
	Lunchtimes
16	HEALTH & SAFETY
	Accidents
	Head Lice
	Infectious Diseases
	Medicines
22	BEHAVIOUR & DISCIPLINE
24	THE SANDHILL WAY
27	CURRICULUM STATEMENT
30	INTENT
33	IMPLEMENTATION
34	CURRICULUM MODEL
35	IMPLEMENTATION THROUGH TEACHING & LEARNING
36	EARLY YEARS
38	ENRICHMENT
40	HOMEWORK
42	CHILD PROTECTION & SAFEGUARDING

VALUES & ETHOS

At Rawmarsh Sandhill Primary School, our ultimate aim is to develop independent lifelong learners who are well equipped to deal with life in a modern world. We aim to send our children into the ever changing world, able and qualified to play their part in it.

In order for this to happen, we instil in our children respect, resilience, pride, aspiration and independence with a real focus on each individual developing themselves to be "the best that they can be".

This ethos creates a mutually supportive atmosphere where children are able to take risks in their learning without a fear of failure and therefore are able to grow into confident, independent learners.

Alongside academic skills, Rawmarsh Sandhill strongly promote high standards of behaviour. We aim to nurture the whole child mentally, physically, emotionally and spiritually to enable them to become well-rounded citizens.

Every child is valued at Sandhill, regardless of gender, race, physical or mental disability or academic ability, and we celebrate the achievements of all.



**We instil
In our
Children;**

Respect,
Resilience,
Pride, Aspiration
& Independence

GENERAL INFORMATION

Uniform

Our uniform is a white shirt or polo shirt, a burgundy sweatshirt/cardigan and dark coloured trousers or skirt. Uniform can be worn with or without a school logo.

Footwear

Children need to come to school wearing appropriate shoes or trainers. Heels and open-toe shoes are not permitted.

PE Kit

Our PE kit is dark shorts and a white T-Shirt which again can be with or without a school logo. Trainers are needed for outdoor PE. During colder months, children can wear a tracksuit and warm top for outdoor PE. All jewellery must be removed for PE.

Jewellery

Children may wear one pair of stud earrings and a watch.

Piercings

If the children have pierced ears, earrings must be removed for PE either by the child in school or by someone at home on the morning of the PE lesson.



Make-up

Make-up, false nails and brightly coloured hair are not permitted at school.

Joining School Later On

Sometimes children join school when the term has started or later in their school life. We make every effort to make sure they are welcomed, looked after and monitored so that they quickly make friends and can find their way around school.

Teachers give pupils time to settle in before making an assessment of their academic ability. The assessment, together with records from their previous school, will enable your child to have the best start at our school. Parents are asked to contact school if their child has a problem settling.



We make every effort to make sure new students are made to feel

welcomed!

GENERAL INFORMATION

Attendance and Absence

Regular attendance is of the highest importance at Rawmarsh Sandhill Primary School. It is directly linked to pupil achievement and helps develop skills for life. Please support the school in its aim to raise the standards of achievement for your child by ensuring that they attend school regularly and arrive on time.

Whilst we would like all children to have 100% attendance, we realise that this is not always possible. Children are rewarded in a range of exciting ways to encourage good attendance.



We encourage good

attendance!

What the school expects of the pupils:

- To attend regularly.
- To arrive on time and appropriately prepared for the day.
- To report to reception/attendance office when late.

What the school expects of the parents/carers:

To fulfil their responsibility by ensuring their children attend school regularly and on time.

To ensure that they contact school on the first day their child is unable to attend giving a valid reason for absence and also each day the child is absent from school.

To ensure their child arrives on time and is well prepared for the school day.

To contact the school in confidence whenever any problem occurs that may keep their child away from school.

To contact school on each day of absence due to illness to update school on the current situation

Work in partnership with school and other agencies as and when appropriate to resolve issues relating to non attendance/punctuality.

To inform school of any forthcoming appointments, giving copies of letters and appointment cards to school and where possible, arrange appointments outside of the school day.

Where appointments are booked for after registration time pupils must attend school first. The pupil needs to return to school as soon as possible after the appointment, where this is possible

If a pupil leaves the school premises for any reason during the school day, staff will ensure that this is recorded, to comply with Health & Safety Regulations.

When school and home work in partnership, we can achieve the best possible outcomes for your child.

GENERAL INFORMATION

Charges and Remissions

The full Charges and Remissions Policy can be downloaded from the school website or a copy can be requested from the school office.

All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum with the exception of individual or group music tuition, for which we reserve the right to charge.



Visits in School Time

Charges will not be made for educational visits, but cost incurred will be explained to parents/carers on all trip correspondence and voluntary contributions will be invited.

When organising educational visits which enrich the curriculum and educational experience of the children, the school invites parents to contribute to the cost of the trip. The Local Governing Body will ask for Voluntary Parental Contributions for all educational visits taking place in school time to cover the full cost of the visit, which will include all fees payable, transport and insurance cover. Unless the Voluntary Parental Contribution meets the full cost of the visit, the visit may need to be cancelled.

The Local Governing Body reserve the right to ask for Voluntary Parental Contributions in relation to visits to school by drama and music groups and other visitors where a charge is incurred to the school.



After School Activities

Where a cost is incurred from outside companies/sports coaches, charges for after school sport may be passed on to parents/carers.



Residential visits

When the school organises a residential visit in school time (or mainly school time) which is to provide education directly related to the National Curriculum, we endeavour to subsidise charges for educational experiences and make a charge to cover costs incurred including food, lodgings, travel expenses and for education where the teachers of the school are not the providers. 50% remission will be available for free school meal and Pupil Premium children where appropriate.



We organise educational visits which enrich the curriculum and educational experience of the children.

GENERAL INFORMATION



Lunchtimes

Our school meals are provided by Mellors' catering services and meet the nutritional guidelines set out by the government



On offer everyday are three hot meal choices: a meat option, a vegetarian option and a jacket potato choice. In addition to this children can choose a picnic lunch of a ham, tuna or cheese sandwich with fruit and a sweet treat.



Children also have the option of bringing sandwiches from home if they prefer. Children can decide day to day which meal they would like and they order their meal during morning registration.

All school meals should be paid for using parent pay and must be paid for in advance. Where an account is in debit of more than £20, parents must send their child with a packed lunch until the debts cleared.

Free School Meals

- Your child is eligible for Free School Meals if you get one of the following benefits.
- Income Support
- Income based Job Seekers Allowance
- Income related Employment and support allowance
- Support under part IV of the Immigration and Asylum Act
- The Guaranteed element of State Pension Credit
- Child Tax Credit provided you are not also entitled to Working Tax Credit, and have an annual gross income of no more than £16,190 as assessed by Her Majesty's Revenue and Customs
- Working Tax Credit run-on paid for four weeks after you stop qualifying for Working Tax Credit
- For more information, please ask at the school office



“We offer a variety of healthy meal options”



HEALTH & SAFETY



Accidents

Parents will be contacted as soon as possible if children are unwell or have an accident which may need professional help. We therefore require at least two emergency contact telephone numbers and responsible contacts for these occasions. If we are unable to contact parents, children may have to be taken to the hospital emergency department accompanied by a staff member.

Head bumps will be reported to parents either by telephone or when the child is collected at the end of the day



Head Lice

At Rawmarsh Sandhill Primary School our policy and procedures follow the most recent guidance available from

NHS Choices

www.nhs.uk/conditions/head-lice-and-nits

Public Health England

www.gov.uk/guidance/head-lice-pediculosis

A head louse infection is not primarily a problem of schools but one of the wider community. It cannot be solved by school, but the school can help the local community to deal with it. Head lice are transmitted by direct, still, prolonged head-to-head contact. Transmission of lice within a classroom is relatively rare. When it does occur, it is usually from a 'best friend'. At any one time, most schools will have a few children who have active infection with head lice. This is often between 0% and 5%, rarely more.

Parents'/Carers Responsibilities (As the carer of a child you should:)

Undertake regular weekly and where appropriate daily checks to ensure that your child/family is not affected. This should be done with a detector comb as noted in the advice in the school's parent leaflet on head lice and in this policy. All family members should be checked.

Hair should be checked on the same day if a letter or text from school saying that there is a case of head lice in your child's class is received.

If live head lice are found, prompt treatment should be given

School will undertake to

Provide information about head lice on an annual basis and more regularly if many cases arise.

Encourage parents to seek advice from the professionals if they find head lice to be a persistent problem.

Maintain a visual check on pupils.

Alert parents (class/year group) via a text or letter if an outbreak is noted or school is notified by a parent that a pupil has head lice.

Encourage parents to return their child to school immediately after treatment – there is no need to keep a child off school for the day.



The school by law cannot;

- Carry out physical checks on pupils for head lice.
- Tell parents to keep children away from school because of head lice.
- Exclude a child from school because of head lice. The full Head Lice Policy can be viewed on the school website

HEALTH & SAFETY

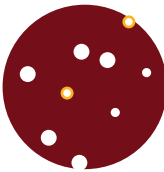


Infection Control

Hand washing remains one of the most important ways of preventing the spread of infections, especially those that cause diarrhoea and vomiting, and respiratory disease. The recommended method is the use of liquid soap, warm water and paper towels.

Coughing and sneezing easily spread infections. Children and adults are encouraged to cover their mouth and nose with a tissue and wash hands after using or disposing of tissues.

Personal protective equipment - disposable gloves and aprons are worn where there is a risk of splashing or contamination with blood/body fluids. Cleaning of the environment is frequent, thorough and follows national guidance.



Vulnerable Children

Some medical conditions make children more vulnerable to infections that would rarely be serious in most children. These children may be particularly vulnerable to chickenpox and measles and in this case parents will be informed promptly.

Pregnant Women

Chickenpox, German measles, slapped cheek disease and measles may all affect pregnant women and their unborn babies. If your child has any of these conditions, please let school know straight away.

For the most up to date immunisation advice

www.immunisation.nhs.uk

or the school health service can advise on the latest immunisation schedule

Guidance on common infections

Disease/infection	Recommended period to be kept away from school, nursery or childminders
Chickenpox	5 days from the onset of the rash
German measles*	Six days from onset of rash
Impetigo	Until lesions are crusted and healed, or 48 hours after commencing antibiotic treatment
Measles*	Four days from onset of rash
Scarlet Fever*	Children can return 24 hours after commencing appropriate antibiotic treatment
Slapped cheek/fifth disease Parvovirus B19	None
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting
Conjunctivitis	None
Mumps*	Five days after onset of swelling
Tonsillitis	None
Thread worms	None

*Denotes a notifiable disease. Further guidance is available from www.hpa.org.uk

HEALTH & SAFETY



Medicines

A medical form must be completed and signed in order for school to administer any medication to the children. These can be found in the main office of the school. Antibiotics must have a label attached showing the name and prescription for the child.

In addition, the school can usually administer medication required for the relief or prevention of asthma, providing a form has been completed. For regular asthma relief you may be asked to provide school with an asthma plan which can be given to you by your GP.

Any child with specific medical needs will be met with medical professionals and a care plan shall be put in place.



Everyone in our school has a right to learn and teach in safety and for that right to be respected at all times by others around them.

BEHAVIOUR & DISCIPLINE



The ethos at Rawmarsh Sandhill Primary is built on mutual trust and respect for all therefore this policy promotes an environment where everyone feels happy, safe and secure.

School follows the 'Sandhill Way' which is concerned with promoting good behaviour and safety.

The Sandhill Way is displayed in key points in school and in every classroom. It is regularly referred to in assemblies and are used to reinforce and promote positive behaviours by all adults who work in school.

Each class develops a class charter to meet the needs of the individuals within the classroom base on how the pupils will behave.



WE ARE READY TO LEARN

WE SAY PLEASE
AND THANK YOU

We are prepared
to make mistakes

WE BELIEVE IN OURSELVES
EVEN IF THINGS GET TOUGH



WE LISTEN
TO OTHERS



WE RESPECT OTHERS

WE WORK HARD



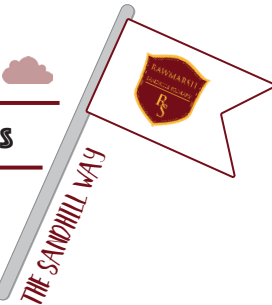
We dream big



WE ARE PROUD OF OUR ACHIEVEMENTS

WE TAKE PRIDE IN OUR APPEARANCE

We take responsibility for our actions



THE SANDHILL WAY



We encourage good behaviour through our reward system. We praise and reward children for good behaviour in a range of ways such as Dojos, Star of the Week and a good work assembly.

Children will receive sanctions for examples of poor behaviour. Examples of unacceptable behaviour can be seen in our behaviour policy on our school website. Sanctions focus at all times on the fact that the behaviour is undesirable not the child. For instances of poor behaviour, a series of sanctions will apply from a verbal warning through to being sent to the head teacher and a phone call home to parents.

In case of a serious incident, including swearing, spitting, threatening language, racist or homophobic comments and instances of physical aggression towards children or adults will result in immediate referral to a senior member of staff. The Head Teacher keeps records of all reported serious incidents of misbehaviour.



School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children and staff attend school free from fear. For further information see the School's Anti-Bullying Policy.

School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We regularly explain The Sandhill Way, which is displayed prominently in school. The school expects parents to support school in promoting The Sandhill Way.

“That’s
Amazing”

“We praise and
reward children
for good
behaviour!”



The aim of our curriculum is to develop independent lifelong learners who are well equipped to deal with life in a modern world.

CURRICULUM STATEMENT



At Rawmarsh Sandhill, the aim of our curriculum is to develop independent lifelong learners who are well equipped to deal with life in a modern world. While preparing our children academically for the next phase, through our curriculum, we aim to raise their aspirations and develop; respect, responsibility, resilience, pride, perseverance, commitment, and creativity with a real focus on each individual developing themselves to be “the best that they can be”.

We understand that getting the curriculum right for each and every individual student is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations. We are continually reviewing and improving the curriculum we offer.



We believe that the curriculum is a powerful tool. Our curriculum is not driven by performance tables. We are proud that the curriculum in our school is a starting point for a wide and varied learning experience for our students. We enrich the curriculum with our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in and through opportunities to develop deep and sustained engagement and give students the capability to think deeply and critically for themselves. We are committed to developing the whole student.

It is our belief that our schools have a strong, broad, balanced curriculum which can be tailored to meet the needs of individuals, so that we can remove barriers to learning and allow all students to access the curriculum appropriate to them. We believe the curriculum should be tailored to the school's local context by addressing typical gaps in students' knowledge and skills.

CURRICULUM STATEMENT

Our students will have the opportunity to be creative, to be physically active and to be academically challenged. We ensure the students have a range of learning experiences that challenge, stimulate and promote thinking and learning.

In our school, the core of our curriculum is a strong foundation in English and Maths, with the opportunity for additional support to address deficits in literacy and numeracy, as we believe that these essential skills not only enable students to access the rest of the curriculum, but are vital life skills. Our aim is for our curriculum to be as broad as possible for as long as possible.

We believe that participation in high quality physical activity and physical education is valuable in its own right because of the specific educational outcomes and the personal, social and health benefits. It is also a very effective means of engaging young people in their broader learning, by raising aspirations, providing motivation and promoting behaviours that lead to higher levels of attainment across the full range of school subjects. Because of this, we believe that every child deserves equal access to high quality PE and Sport learning environments and programmes that are inclusive, safe, challenging, progressive and enjoyable, taught by specialist tutors. These opportunities are embedded in the school curriculum, available as out of school hours provision and in the community. The wider promotion of physical activity as part of a healthy lifestyle is extremely important as well as the opportunity to take part in extra-curricular clubs and teams. All pupils have the opportunity to take part in outdoor education/watersports through our Ulley centre.

We have designed a curriculum that values the development of the 'able' as much as it does 'qualified'. We believe that both are equally important to our students so that they can play their full part in the world.



“We give the children regular opportunities to ask and answer questions to consolidate their learning.”

INTENT



While incorporating a progression in the acquisition of skills and knowledge, the curriculum provides frequent opportunities for the children to reinforce and apply their learning, therefore increasing understanding across the curriculum.

At Rawmarsh Sandhill we want all students to leave able and qualified to play their full part in an ever-changing world, through an ambitious, creative and innovative curriculum which empowers students with the skills, knowledge and attributes to allow them to succeed with the challenges of life beyond their time at school. (In their next phase of education and their working life).

We aim to engender a love of learning, self-belief and aspiration through 4 key intentions:

Intention 1: Removing barriers to learning

Four common barriers (listed below), if left unchallenged, will limit the progress, engagement and development of our students. We therefore remove barriers to learning and support students' ability to access the curriculum through the development:

- Literacy and language acquisition
- Numeracy
- Oracy
- Vocabulary

Intention 2: Developing knowledge and skills for learning in a range of subjects

Each curriculum area intends to grow mini subject specialists through the development of the subject knowledge and skills. Student knowledge and essential learning skills go hand in hand. We strive, at all times, for personal excellence by developing the 5 key skills for success below:

- Recall
- Interpretation
- Creativity
- Analysis
- Evaluation

Intention 3: Developing personal attributes (The Sandhill Way)

The Sandhill Way allows us all to promote the attributes our children need in order to develop their independence, responsibility and resilience to have a happy and successful life.

The Sandhill Way promotes:

- Aspiration
- Collaboration
- Communication
- Respect
- Responsibility
- Resilience
- Tolerance



WE ARE READY TO LEARN

INTENT

Intention 4: To enrich students' experiences and broaden their horizons:

Our school curriculum seeks to equip students with the understanding of how to develop themselves as well rounded citizens and maintain healthy relationships; to enrich their and broaden their horizons, both in their cultural capital and future aspirations. Our curriculum will offer:

- Experiential Learning – Trips, visitors,
- Hands-on Experiences – Practical opportunities in the classroom
- Extracurricular opportunities – sports clubs, School shows
- Wider opportunities - DoE, Residential, Camps international, charity work/involvement

Lessons are fun and interactive, with lots of demonstration, modelling and explanation. Paired or group work features regularly. As a result of this our children are able to articulate their learning in different situations and are confident to attempt new tasks positively.

IMPLEMENTATION

Implementation through Design

We have a strong commitment to collaboration and cooperation between and beyond its constituent schools. Collaboration is at the heart of our approach.

Teachers collaborate to ensure that students have sufficient content knowledge to enable them to become proficient within their subject areas. We aim to ensure that this knowledge base is secure and built over time focusing on committing content to long term memory. Throughout, teachers work to ensure that students develop the necessary academic and vocational skills to enable them to put this growing knowledge into practice.

CURRICULUM MODEL

In the primary phase, we adopt a thematic approach to learning and we plan our curriculum in phases. We have adopted a curriculum which focuses on wider concepts such as the impact of humans, equality and democracy and significant people. These concepts don't fall into subject boxes but provide the opportunity to see links from a wider perspective and help children to make meaningful connections between curriculum content and their everyday lives.

We agree a long-term plan for each subject and phase, which is progressive and sequential in knowledge and skills. This plan indicates what topics are to be taught in each term. Subjects that do not link to the study unit theme are taught discretely. Medium term plans are completed for all subjects. With our medium-term plans, we give clear guidance on the objectives that we use when teaching each topic and where cross curricular links can be made. We believe the curriculum should be tailored to the school's local context by addressing typical gaps in students' knowledge and skills, therefore, the topics within the primary phase can be specific to the school.



All children study music as part of the normal school curriculum.

IMPLEMENTATION THROUGH TEACHING & LEARNING

At Rawmarsh Sandhill Primary, our students deserve and expect:

- Highly focused lesson design, informed by assessment data, with clear intended learning objectives;
- An engaging starter and/or a recap activity of prior learning;
- A variety of challenging activities with clear success criteria;
- Appropriate use of teacher questioning and modelling;
- Opportunities to learn in different ways, such as independent study, paired and group work, with opportunities for students to talk with adults and with peers;
- Regular use of verbal and written feedback to motivate students and encourage them to reflect on their own learning.

As a result, our curriculum has pace and challenge, encourages a breadth of experiences and is enhanced through effective planning and genuine, positive relationships.

We measure the impact of our curriculum through several means:

- Outcomes for students in national examinations;
- Progress data for current year groups;
- Student and parent voice;
- Lesson observations and Work Scrutiny;
- Destinations data;
- Attendance data;
- Positive and negative behaviour data;
- Engagement in enrichment activities;
- Progress towards the Gatsby Benchmarks.

EARLY YEARS



Our aim is to provide a caring and stimulating environment where children can feel secure, valued and confident. Within this environment children are encouraged to participate in a wide range of activities, both inside and outdoors, enabling them to develop their physical, intellectual, emotional and social skills.

Many children have their first experience away from their immediate family when they come to an early years setting. EYFS settings within our school are at the heart of our local communities. We provide safe and nurturing spaces for children to play and learn together. Together, children learn about respecting other people, co-operating and sharing. They learn about being true to themselves and respecting the rights of others.

The Statutory Framework for the Early Years Foundation Stage states that four guiding principles should shape practice in Early Years settings. We ensure that all practitioners plan for The Unique Child, Positive Relationships, Enabling Environments and the philosophy that all children learn and develop at different rates.

We firmly believe that every child has a right to thrive and we ensure this through providing best possible quality first hand experiences, enabling children to build up a rich bank of wonderful things to remember during their time with us. It provides a sound basis for lifelong learning. Our work in EYFS has, at its core, the aim of enabling children to develop their personal, social, emotional, cognitive and physical skills, and their desire to explore, question, discover and be creative.

How children are encouraged to learn is as important as what they learn. They are more likely to reach their potential as learners if they are happy, secure and have a sense of wellbeing. All achievements are celebrated. Every small step is accounted for in order to plan the next steps for the child. We strive to provide a rich curriculum through planning a balance of adult led and child initiated activity both indoors and outdoors, sequencing the steps that children need to take to get them to the next stage, and ensuring schools and families work together in a respectful partnership.

Within EYFS every child's learning journey is unique. There are seven areas of learning. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are:

The Early Years Foundation Stage Curriculum is developed through the following areas:

Prime Areas

- Personal, Social and Emotional Development (Making relationships, self-confidence and self-awareness and managing feelings and behaviour)
- Physical Development (Moving and handling and health and self-care)
- Communication and Language (Listening and attention, understanding and speaking)

Specific Areas

- Literacy (Reading and writing)
- Mathematics (Number and shape, space and measure)
- Understanding the world (People and communities, The world and technology)
- Expressive Arts and Design (Exploring and using media and materials and being imaginative)

Effected Learning

- There are also the three characteristics of effective learning which are also reported on;
- Playing and exploring
 - Active Learning and Creating
 - Thinking Critically

ENRICHMENT



Pledges

The School Pledges are an acknowledgement and celebration of personal achievement and accomplishment during a student's time with WPT. There are three Pledge categories which are designed to make students more resilient, independent, confident and determined, ready for an ever-changing world:

PRIMARY SCHOOL PLEDGES	BRONZE	SILVER	GOLD
ACTIVE CITIZENSHIP 	VOLUNTEERING AND CHARITY APPRECIATING DIVERSITY DEMOCRACY	Participate in a local community event or support a local and national charity through school Participate and celebrate a cultural event Have opportunities to take part in the school council process	Support a charity or a local community event external to school Understand diversity in our society and take part in conversations and discussions about it Within a group take part in a democratic process that affects change external to school
LIFE SKILLS 	CAREER AND ASPIRATION EFFECTIVE COMMUNICATION WELLBEING	Take part in a discussion and activity about different careers Work as part of a team or group Take part in a discussion about my feelings and the feelings of others	Research different careers of significant people Negotiate and present your ideas Support someone in a group to feel valued and included
CULTURAL EXPERIENCES 	EXTRA-CURRICULAR OUTSIDE SCHOOL UNDERSTANDING YOUR ROOTS	Participate in an extra-curricular club, event or activity Go on a school trip Understand local geography, e.g. know about local landmarks etc	Achieve external recognition in an event Go on a residential Research key historical events that occurred in Yorkshire



Residential Visits

We pride ourselves on the range of residential visits we offer at Rawmarsh Sandhill starting with an overnight visit in Year 4 building to a full week by the time the children reach Year 6.

All visits are carefully planned and fully risk assessed. For the children, residential visits offer a wonderful opportunity to experience a host of learning experiences, building upon a whole range of skills.

A residential visit to Sherwood takes place during the academic year for Year 4 children. This involves an overnight stay and focuses on team building and the development of social skills.

A four day residential visit to Crowden takes place during the academic year for Year 5 children. During the Crowden residential, children experience a wide range of outdoor adventurous activities.

A five day visit to Bridlington also takes place in the summer term with the Year 6 children.



Instrument Tuition

All children study music as part of the normal school curriculum. We do not charge for this. The Local Governing Body does reserve the right to charge for the delivery of individual or group music tuition by the peripatetic music teachers, as well as for music, strings, instruments (if the lesson is optional and in addition to curriculum lessons) and repairs to instruments etc.

We give parents detailed information about the additional music tuition at the start of each academic year relating to cost, timings and size of groups e.g. charges will be made on a termly basis, for music tuition given by peripatetic music teachers. This should be paid in advance via ParentPay. No charges will be made for music tuition provided by school staff.

HOMEWORK



At Rawmarsh Sandhill we expect children to maintain the same standards of presentation of homework as we set in school.

Children will be given the following homework:

Reading which is rewarded with a dojo for every 5 reads. This can either be reading to an adult or being read to by an adult.

Spellings – the child's class teacher will give out spellings, which will be dependent upon your child's age group and ability.

Topic based projects/research – children will be given a half termly list of project based tasks to choose from.

Maths homework will be completed using 'My Maths' or Abacus.

Year 6 pupils may be asked to do an increased level of homework in preparation for the demands of secondary school.



A homework group is in place for those children who do not have access to the Internet at home.

We expect children to maintain the same standards of presentation of homework as we set in school.

CHILD PROTECTION & SAFEGUARDING



Inclusion

Rawmarsh Sandhill Primary School is an inclusive school and will endeavour to meet the needs of all children. This includes pupils with Special Educational Needs and Disability, whatever ability, disability or social, emotional or mental health need they may have. There are times, however, when a teacher or a parent is concerned that a child has learning difficulties and is not fulfilling their full potential. In such circumstances parents and teacher need to discuss the situation. This would trigger specific procedures in order to monitor and maximise a child's learning.

The school will always respond to parental concerns about the progress their child is making. School maintains an up to date inclusion register of all pupils with additional needs.

Further details of the **SEND** and **Disability Policy** are available from the school website.



Child Protection & Safeguarding

The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that all staff at our school plays a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

Rawmarsh Sandhill Primary School adheres to child protection procedures that have been agreed locally through the Rotherham LSCB.

Every member of staff including volunteers working with children at our school is advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in the policy.

It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, has a duty to recognise concerns and pass the information on in accordance with the procedures outlined in the school's policy.

Staff receive regular training updates to keep them abreast with current practices in safeguarding.

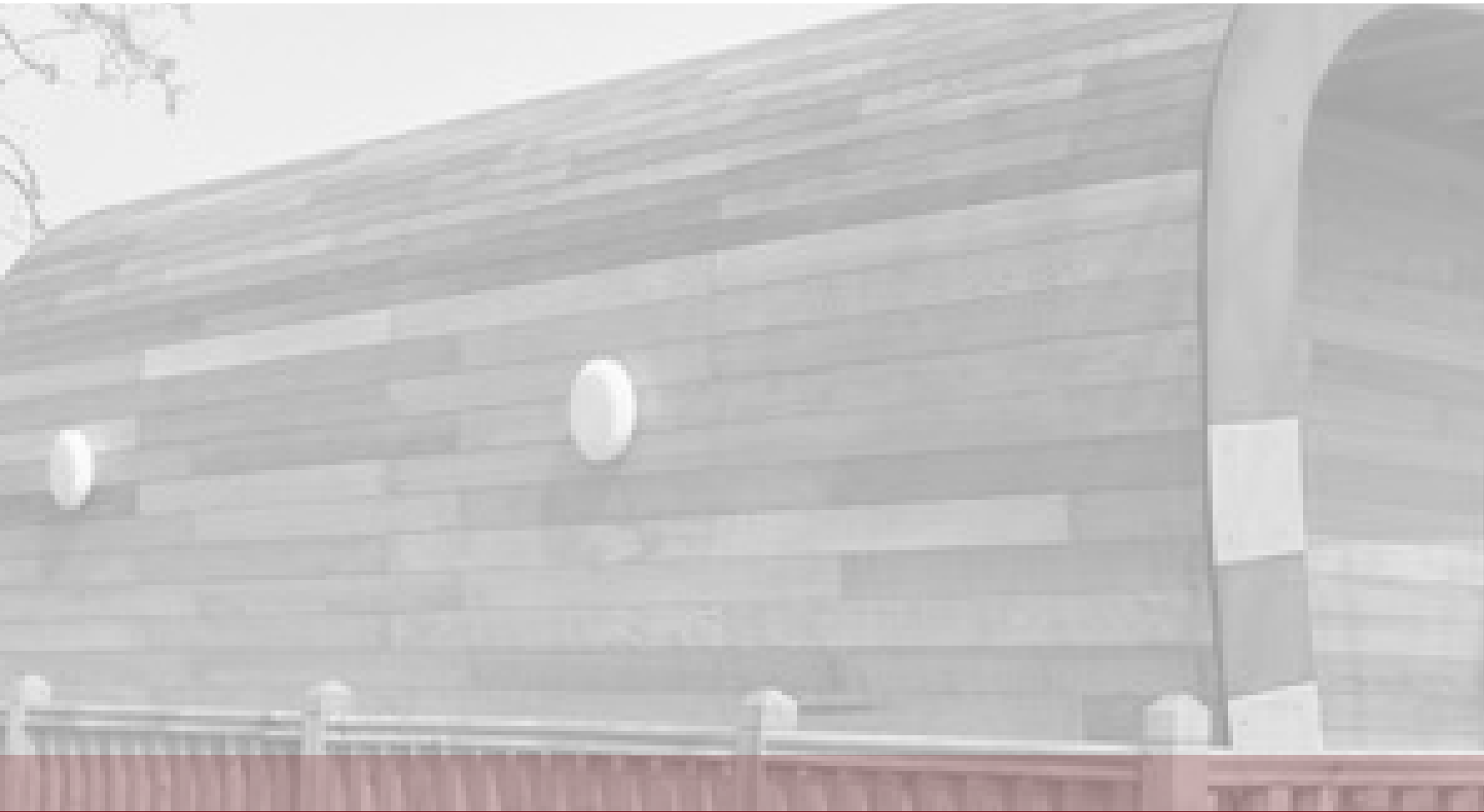
The full child protection and safeguarding policy is available on the school website.



Complaints Procedure

Any concerns expressed by parents and others about the school curriculum and related matters can be dealt with in an informal manner by discussions with firstly, the appropriate teacher, or secondly, with the Headteacher if the complainant is not satisfied.

For complaints of a more formal nature then an appropriate form can be downloaded from the school website in the complaints policy or can be requested from the school office. The form can then be sent to the Chair of the Governing Body. Please refer to the policy on the school website for more detailed information.



Rawmarsh Sandhill Primary School

Kilnhurst Road
Rotherham
South Yorkshire
S62 5LH



WICKERSLEY
PARTNERSHIP
TRUST



01709 710875



contactus@rawmarshsandhill.org