



Well Green Primary School

SCHOOL PROSPECTUS

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WELCOME TO WELL GREEN PRIMARY SCHOOL

The staff of Well Green Primary School extends a very warm welcome to all new children coming to our school and hope that the time they spend here will be happy and rewarding. We also wish a warm welcome to you, as parents and carers, for you are the most important people to your children and we hope you will become involved in the life and work of school. Your support and cooperation are vital if we are to create a warm and purposeful learning environment for your child

Going to school for the first time is a very big step in a child's life and this booklet is designed to make that step a little easier, for it will tell you briefly what we aim to do in our school, how you can be involved and how we can support you. It isn't possible to convey every aspect of our school in the prospectus and, therefore, we warmly welcome visits to the school to see our children in the classrooms and meet our staff.

Well Green opened in 1965. It is a one-form entry school for children aged 5-11 years. We have a purpose built, 52 place nursery which is set in its own grounds on the edge of the field. There is a separate prospectus available for this and further information may be obtained from the Nursery Teacher or the Head Teacher.

THE AIMS OF OUR SCHOOL

Intent

The curriculum is the totality of pupils' learning experiences.

At Well Green Primary School we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability. The taught curriculum is comprised of The National Curriculum and meets statutory requirements, in addition to a range of other aspects and skills which enrich and enhance the pupils' learning. At Well Green great emphasis is place on the individual development of each child, academically, socially, physically and morally.

Implementation

We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning through our broad and relevant curriculum which is based on first-hand experiences and observations. This encompasses all foundation subjects and enables us to provide a high standard of teaching and learning, with an overarching enquiry approach using range of teaching styles and cooperative learning. At Well Green our bespoke curriculum ensures we plan a diverse and engaging range of lessons and experiences for children. Our curriculum is constantly being updated and reviewed to ensure the best possible outcomes for all our children. We make full use of the local community and environment but also reach out in to the wider world to nurture global thinkers; global citizens of the future.



Impact

Children leave Well Green having made excellent progress and attainment having acquired a wealth of skills, knowledge and understanding. Their personal attributes are outstanding, contributing to respectful, tolerant and well-behaved life-long learners.

Our Aims and Objectives

- To enable children to understand the skills and attributes needed to be a successful learner.
- To develop an enquiry based approach towards developing skills and knowledge in the school curriculum
- To fulfil all the requirements of the National Curriculum and the Trafford syllabus for Religious Education;
- To have clear progression of coverage and content through the school to provide children with a wealth of age appropriate skills and experiences
- Embed themed weeks and days within the school wider curriculum to enhance learning
- To offer the widest possible range of enrichment activities and experiences, including after school clubs and educational visits.
- To achieve high standards in all subjects and have excellent progress throughout the school
- Ensure equal opportunities in relation to gender, race, class, sexual orientation, special needs and belief.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- Foster considerate and positive relations between all member of the school community

Well Green serves a diverse community with children from a wide range of faith (and non-faith) and cultural backgrounds. We strive to develop a cohesive community who learn together. During the year there will be opportunities for the children to participate in whole school events, such as Harvest Festival, Eid, Christmas, Easter and other occasions; the school wishes to encourage all children to take part in these activities. The teachers will sensitively consider your child's faith (or non-faith) and cultural background at these times and the staff and governors respectfully ask that these occasions are attended by the children because of the huge value they have in a child's learning and promoting our sense of 'family'.

ORGANISATION

There are approximately 244 children in school, including our nursery children. The school is organised into the Foundation stage, this includes nursery and reception, Key Stage One and Key Stage Two. We have two Key Stage One classes, they are YR1 and YR2. In Key Stage Two we have four classes, YR3, YR4, YR5 and YR6.



The School Day

Key Stage One sessions:-

Morning session:	8.50 – 12.00 noon
Mid morning break:	10.30 – 10.45 am
Afternoon session:	1.00 – 3.20 pm
Mid afternoon break:	2.00 – 2.10 pm
Last session:	2.10—3.20pm

Key Stage Two sessions:-

Morning session:	8.50 am – 12.10 pm
Mid morning break:	10.30 – 10.45 am
Afternoon session:	1.00 – 3.20 pm
Mid afternoon break:	2.00 – 2.10 pm
Last session:	2.10—3.20pm

Classrooms will open at 8.45am 5 minutes before school starts. This gives a 'gradual' start to the day, saves congestion both inside the cloakroom and on the playground. Children undertake 'Early Work' in the ten minutes before the bell rings; this is a great time for additional learning or consolidation of previous learning.

Nursery children start at 9.00 am and finish at 3.10 pm if they are full time.

Part-time morning children attend at 9.00am – 12.00pm and afternoon children from 12.10pm – 3.10 pm. Further details are available. Doors will open at 8.55am for those arriving in the morning.

Arriving and leaving school

Children should enter and leave school via the small side gate. The main gate and entrance can be very dangerous as it can be busy with cars and other vehicles visiting the school. This entrance must not be used by the children on arrival at school at the beginning or end of the day.

Reception children are dropped off and collected from the gate at the front of school outside the offices.

To ensure the safety of all children the gate into the playground near Y2 classroom and the gate into the Nursery is locked from 9.15am.

ADMISSIONS

Nursery

Children are normally admitted once a year to correspond with school practice. This will be in September and there may be a staggered entry. Usually children will attend the Nursery for one year prior to entering the Reception class of an Infant / Primary School.

Application forms for the Nursery class are available from the school office and via the website and should be submitted to the school by February of the year in which the child will start Nursery class.

However, if places are available, children may be admitted the term following their third birthday. See below:



When your child turns 3	When they can get 30 hours free	Recommended time to apply
1 st September to 31 st December	Term starting on or after 1 st January	15 th October to 30 th November
1 st January to 31 st March	Term starting on or after 1 st April	15 th January to 28 th February
1 st April to 31 st August	Term starting on or after 1 st September	15 th June to 31 st July

While we always try to maintain continuity of education, Nursery children are not guaranteed a place in the Reception class. (see Nursery Admissions Policy)

Reception

Children whose fifth birthday falls between 1 September and the 31 August in the year of admission, will be offered a full-time place in our Reception class from the start of the Autumn term.

Applications for places in the Reception class must be made directly to Trafford Council Admissions department, either online via www.trafford.gov.uk or via a paper application form. Places are offered by the Trafford Admissions department according to the Local Authority's Admissions Policy. School are not responsible for the allocation of Reception class places

Places in the main school are offered according to the Authority's Admissions Policy. Places in Nursery are offered according to school's policy. This information is available from the school.

STARTING AT WELL GREEN

Parents and carers are encouraged to meet with the Head teacher and look around the school before their child joins Well Green.

New reception class children are invited to attend the school in the summer term and spend some time in their new class. This enables the children to have some familiarity with their new environment and relate to the other children and staff more easily.

There is also a 'New Reception Intake meeting' when parents and carers can find out more about their child's early days at our school. Well Green Primary School has one intake per year, in the September of the academic year in which the child is five.



THE WELL GREEN LEARNING EXPERIENCE

We aim to deliver a broad and balanced curriculum where children feel happy and confident. At Well Green we know the value and importance of ensuring our children have a high self-esteem and this aim underpins all we do in school. We value all children and their range of strengths and interests. Our teachers carefully plan the children's learning experiences. Implementing a variety of approaches including whole class, group, individual and peer teaching to provide the best possible learning experiences for each child. On-going assessment, monitoring and target setting are central to all our teaching and learning. This way we aim to cater for the needs of all our children, including those with Special Needs and More Able pupils. Multi-sensory and first hand learning experiences are actively sought by the teachers to bring the curriculum alive; make it relevant and interesting; appealing to all our children in order that they find success.

At Well Green we recognise that we are not the sole educators of our pupils and that parent's/carers and others have a vital role. Half-termly letters are published on our website; these give details of the areas your child will be studying during the following weeks. We always appreciate and recognise the value of parents and carers in discussing these letters and actively looking for opportunities to help and support your child. Teachers in Nursery to Year 3 provide parents/carers with a weekly newsletter; this will include a record of the child's homework.

TEACHING STYLES

A variety of teaching and learning styles is adopted to deliver the curriculum effectively. At different times children may work as individuals, pairs, groups or as a whole class. In this way the school can cater for very able children and support those who need additional support.

Children are taught specific skills and are given opportunities to practise these and to acquire particular information and knowledge. Learning also takes place through discussion when children can explore their ideas and develop their thinking. At other times children use a wide variety of reference material and learn to apply skills and concepts across different curriculum area. At all stages, practical exploration helps children to acquire and develop firm foundations to support their knowledge and understanding.

At Well Green we have adopted the Kagan co-operative approach. Co-operative learning is based on the PIES principles which are:

- Positive Interdependence
- Individual Accountability



- Equal Participation
- Simultaneous Interaction

All children are actively engaged in lessons, accountable for themselves, of equal status and dependent on each other to complete tasks.

Parents are encouraged to support their children's learning by:

- Attending Parent/teacher meetings
- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending Open Evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in the EHCP process.
- Listening to their child read at least four times a week.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct PE kit.
- Agreeing to the Parent/Teacher contract concerning their child's behaviour.
- Agreeing to, and supporting, the school's homework policy.
- Contributing relevant information to Baseline Assessment.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.

CURRICULUM

The Education Reform Act 1988 introduced a National Curriculum for children aged 5-16, Key Stage 1 and Key Stage 2, in all state schools in England and Wales. Schools must teach Religious Education and the Core and Foundation subjects.

Core subjects

English
Mathematics
Science
Computing
Religious Education



Non-core subjects

History
Geography
Design Technology
Music
Foreign Language
Art
Physical Education
P.S.R.H.E. and Citizenship

ENGLISH

At Well Green we aim to build on and extend the child's knowledge of and ability to use language confidently in a wide range of contexts. The teaching of language skills may be cross-curricular in that the development of these skills takes place in all areas of the curriculum. Each day the children are working on reading and writing objectives which are carefully planned and structured. Children need to read, write and talk in order to develop their knowledge and thinking. Our teaching methods are designed to help each child to learn and apply the linguistic skills appropriate to their stage of development. We aim to produce effective readers who enjoy literature for its own sake and who can gather and infer meaning from a wide range of texts. To achieve this we use a range of teaching methods and monitor each child's progress carefully. Children have access to an extensive range of books including fiction and non-fiction material. We have both an infant and junior library with an excellent and extensive selection of books. Please look on our website for a list of recommended reading books. We use 'Floppy's Phonics' published by Oxford Reading Tree to teach Phonics. We use the carefully graded books to link with class phonics teaching, these go home with your child so they can read daily.

Children are taught writing skills from their entry into school so that they develop fluency and a clear style of handwriting. We aim for all children to be able to write in a cursive style using a pen.

Children are helped to develop different styles of writing for a range of purposes, both imaginative and factual. Spelling, punctuation and grammar are taught consistently throughout the school.

Children are given many different opportunities to develop their speaking and listening. We aim to give them confidence in expressing their ideas and to develop active listening skills so that they derive the full benefit from oral work of all kinds.



MATHEMATICS

We believe that confidence, understanding, skills and enjoyment are inextricably linked. Our aim is to give pupils the variety of structured and exploratory experiences that will develop these attributes in all our children. Whatever their innate ability, we believe that all pupils should be helped to develop their mathematical thinking and knowledge to its full extent. They should be able to apply mathematics to the world around them in a logical and creative way.

Mathematics is taught each day where the emphasis is on engaging pupils with clear instructions and using effective questioning. The lesson includes regular oral and mental work, pupils are taught reasoning skills throughout their lessons.

Through consistent teaching and monitoring of children's skills and understanding we aim to develop, at each stage, the confidence that will provide a firm foundation for future development of mathematical thinking.

Children are taught specific skills and processes in a carefully structured sequence and are given regular practice to maintain their basic skills. They are also given opportunities, from the earliest stages, to explore numbers and shape in order to develop their mathematical concepts and consider the patterns and ideas inherent in mathematics

SCIENCE

The aim of the science curriculum is to develop children's awareness of the world around them. They are taught through the specific disciplines of biology, chemistry and physics. They are taught the essential aspects of knowledge, methods, processes and uses of science. Children are encouraged to recognise the powers of rational explanation developing a sense of excitement and curiosity. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes

The curriculum is designed to be very practical so that children are encouraged to develop their ideas, skills and knowledge alongside each other, building up a firm understanding of the concepts involved.

All pupils are required to 'Work Scientifically'; they also study the following topics:

Pupils in KS1 study;

- Plants
- Animals, including humans
- Electricity
- Living things and their habitats
- Sound
- Everyday materials
- Seasonal changes



Pupils in lower KS2 study;

- Living things and their habitats
- Rocks
- Light
- Forces
- Magnets
- Electricity
- States of matter
- Sound
- Animals, including humans

Pupils in upper KS2 study;

- Properties and changes of material
- Animals, including humans
- Earth and space
- Forces
- Living things and their habitats
- Evolution and inheritance
- Light
- Electricity

HISTORY

The aim of history is to arouse interest in the past and build up a picture of this by developing a secure knowledge.

At Key Stage 1 the study of history involves learning about the lives and lifestyles of familiar people. The children will look for similarities and differences between life in the past and today.

At Key Stage 2 the children study a number of historical periods ranging from Roman settlers in Britain to events in the present century. They are taught to use historical sources and to consider the variety of information available when interpreting past events.

GEOGRAPHY

We aim to help children to develop a sense of their surroundings and of the wider world through geographical studies. These start with the child's immediate environment and the relationships that exist within it. As their knowledge and understanding develops they are taught about the interaction of physical and climatic features and about how people deal with these in organising their lives within the modern world. The skills and knowledge involved are developed through first-hand experience and field trips and through secondary sources such as photographs, maps and books. Practical work includes the collection of data which can then be processed and explored, using a computer where applicable.

DESIGN TECHNOLOGY

Mankind has always used and developed technology to make life easier or more enjoyable or interesting. Children are introduced to technology by exploring simple devices and products which are familiar in their everyday lives. As they gain experience they learn to appreciate more complex systems which may involve a number of scientific concepts.



Pupils work with a wide variety of materials when designing their own products. They are taught the necessary skills in handling both tools and materials so that they can test out their designs and explore ways of solving technical questions. Included in this area of the curriculum is food technology in which children learn how different ingredients can be combined and changed during preparation and cooking.

COMPUTING

Children's ability to handle and use computers is developed alongside all the other curriculum areas so that it becomes a familiar tool. They are taught to collect, store and handle data and to use a computer to communicate clearly. Pupils are enabled to acquire knowledge, skills and understanding through technology, to support their learning in all areas of the curriculum.

We are fortunate to have developed a purpose built computer area which incorporates a networked system of PCs and ipads with internet access. This room is time tabled to allow every child in the school a valuable opportunity.

Each classroom has an interactive whiteboard linked to the teacher's laptops, this provides pupils with an excellent range of teaching and learning resources.

Early Years children also have access to computers and ipads these are located within their classroom.

RELIGIOUS EDUCATION

Well Green has no religious affiliations. However, the majority of assemblies are based on broad Christian principles and stories. Other faiths are represented through their own stories and festivals where appropriate. All children would normally participate in the assemblies. If parents wish to withdraw their children from this Act of Worship or from religious instruction they should request this in writing. The school will endeavour to provide alternative activities.

Children are helped to develop an understanding of the main faiths through stories, the study of festivals and discussions on a wide range of related topics. We encourage them to become aware of other people's beliefs, developing their knowledge and understanding within a community where everyone is valued as an individual. In KS2, children visit different religious buildings. We follow Trafford's RE scheme as devised by SACRE.

SEX EDUCATION

The school believes that all pupils should be offered the opportunity of receiving a well-planned programme sex education which will prepare them to cope with the physical and emotional challenge of growing up.

Throughout the school the policy is to deal with issues as they arise within the context of the National Curriculum in Science and general school life. A structured programme of Sex and Relationship Education is implemented in Years 5 and 6.



Details of the resources used are available in school on request and staff are available to discuss any queries. If parents wish to withdraw their children from this programme they may request this in writing. The head teacher is happy to meet with parents/carers to show and discuss our scheme and approach to teaching this important aspect of a child's development.

PHYSICAL EDUCATION

Children take part in two hours of physical activity per week. They are encouraged to develop their physical skills, control and stamina through games, dance, gymnastics and swimming. They are made aware of safety and health aspects during these activities and are encouraged to work co-operatively and to value the importance of exercise throughout their lives. We provide a multitude of out of school clubs throughout the year and take part in numerous sporting competitions and festivals. We aim to give children of all ages the opportunities to further enjoy a range of sporting activities and increase the amount of time they spend being active.

MUSIC

We aim to foster all children's enjoyment of music through the experience of a wide range of musical styles and activities. Pupils are encouraged to develop their singing ability and to explore the sounds made by a wide range of tuned and un-tuned instruments, including the 'home made' variety. Through these activities they learn about the elements of music, for example, pitch, duration, texture and dynamics. They are given opportunities to perform music and to create their own compositions and to record these in a written form. They are introduced to a wide variety of styles of music from Europe and around the world.

We offer a range of musical instrument lessons paid for by parents. Many of these are taught by experts from Trafford's Music service.

ART

In this area of the curriculum children have opportunities to explore a wide variety of art media and techniques to develop the ability to express their ideas and feelings and to make visual representations of the world around them. They learn to appreciate the different styles and techniques of other artists and explore their ideas in creating 2D and 3D representations. Through this work we hope they will learn to observe, appreciate and enhance their own environment.

PSRHE AND CITIZENSHIP

Well Green promotes the development of the 'whole child'. From September 2020 schools must follow the statutory 'Relationships Education, Relationship and Sex Education and Health Education.



At Well Green, we have dovetailed the new statutory guidelines into our own PSHE & C curriculum. We follow the national curriculum framework for PSHE & Citizenship at key Stage 1 and Key stage 2 enabling children to develop self-awareness, positive esteem and confidence to

- Stay as healthy as possible;
- Keep themselves and others safe;
- Have worthwhile relationship;
- Respect the differences between people;
- Develop independence and responsibility;
- Play an active role as members of a democratic society
- Make the most of their own and others abilities

Sex Education is taught each year and is blocked into one week in June, it is age appropriate, with due regard to DfE; 'Good Practice July 2000'

From September 2020, all primary schools will be required to teach Relationships Education. Relationships Education, pupils will be taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online friendships
- Being safe

Health Education, pupils will be taught content on:

- Mental wellbeing
- Internet Safety and harms
- Physical health and fitness
- Healthy Eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The curriculum linked to Relationships and Sex Education complement, and are supported by our policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

Together the subjects sit within the context of Well Green's broader ethos and approach to developing pupils' socially, morally, spiritually and culturally; and our pastoral care system. Health and mental wellbeing is set within healthy lifestyles through physical education, food technology (DT), science, sport, extra-curricular activity and school food (Trafford School Meals Service)



Relationships Education, RSE and Health Education complement several national curriculum subjects. We shall draw links between the subjects and integrate teaching where appropriate or teach discretely if required

Science, PE and computing will be used to teach some of the curriculum, PSRHE and C will be used to cover other aspects, such as Health Education and Relationships.

Our full and detailed curriculum will make use of recommended resources, carefully chosen and age appropriate, such as the main online subject associations

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Well Green aims to provide maximum access to the National Curriculum and subsequent progress within it for pupils with special educational needs or disability.

The school has a member of staff with responsibility for overseeing the provision made for children with special needs. A copy of the policy for supporting these children within the school is available.

In terms of physically disabled pupils the school has wheelchair access to both the infant and junior departments. A ramp aids access to school and disabled toilet facilities. A copy of the school's accessibility plan is available from the office. Parents wishing to apply for places for physically disabled children should contact the Head and every endeavour will be made to meet individual needs.

MORE ABLE CHILDREN

At Well Green, we recognise the need to provide equality of opportunity for pupils of all abilities in order to enable all pupils to reach their full potential. We are committed to working with all our pupils to develop their personalities, skills and abilities, both intellectually and socially and to providing teaching, which makes learning challenging and enjoyable.

PLANNING AND REVIEWING

The staff meet regularly as a whole and within departments to ensure that planning is consistent and that the curriculum being delivered is broad and balanced and provides sufficient depth and progression for each child.

Children's work is monitored and assessed on a regular basis according to a framework developed by the staff and through National Assessment procedures.

The curriculum and its delivery is under constant review to ensure its effectiveness in catering for the whole range of abilities and aptitudes of the children within the school.



PARENTS' MEETINGS

Parents' evenings are held in the Autumn and Spring terms, prior to attending you will receive an Interim Report about your child's attainment and progress. In the Summer term an open morning/afternoon provide you with an opportunity to share your child's books together, a detailed formal report is provided prior to this day.

PASTORAL CARE

All staff are committed to providing a secure and happy environment both for learning and for social development. If any matter arises which requires discussion, the class teachers are generally available before and after school. The head teacher and deputy head are also available by appointment.

MEET THE TEACHER

In July the children will meet their new teacher spending some time together in their new classroom. This greatly assists transition in September.

HEALTH EDUCATION

It is our policy at Well Green to develop children's awareness of the wide range of issues that affect them and to encourage positive attitudes and good practice so that the children learn to take responsibility for their own health and safety and for that of others around them.

MEDICAL SERVICES

The school nurse visits the school each term to carry out health checks on the children. All children would usually be seen by the school nurse within their first year of entering school. The school doctor holds immunisation sessions when appropriate.

MEDICINES

Under normal circumstances medicines are not administered to children in school. If an occasion arises where this is unavoidable parents must discuss the arrangements with the head teacher in advance.

In the case of inhalers, if these are necessary during the day, they must be clearly marked with the child's name. A letter of authorisation must be sent, giving details of dosage and timing. These medicines must be kept in a central place in the classroom, not in the child's



bag or tray. Please make sure that children only bring in a short term supply of medicines and not large refills.

ROAD SAFETY

Children are taught to keep themselves safe and we encourage you to help your child take responsibility for their own safety.

If you would like your child to walk to and from school without an adult we must have written consent. We strongly recommend that the children are accompanied both to and from school until they are in Year 6. With your agreement pupils may cycle or scoot to school. Parents must complete a request form and return it to the school office.

FIRE SAFETY

Children are taught to leave the building sensibly in the event of an emergency and practise this at regular intervals.

LOCKDOWN PROCEDURE

Children are taught what to do in the event of a partial 'Lockdown' or a full lockdown and practise this at regular intervals.

SCHOOL NURSE

We are allocated a Trafford School Nurse, please contact the office for details. She is available to come into school to offer advice on a whole range of health issues.

LUNCHTIMES

During the midday break the children are cared for by the lunch time supervisors. An excellent daily choice of meals is prepared on the premises by our own staff. Many children take advantage of the wide selection on offer each day. We provide meals for pupils with a range of dietary requirements, including halal meat and vegetarian choices. Trafford ensure children receive a balanced, filling and nutritious meal. Please speak to the office if your child has a need at lunchtimes. Alternatively, your child may prefer to bring a packed lunch, this may also be eaten in the hall with the other children. Milk or water is offered to children in Reception, Year 1 and Year 2.

We ask parents to help support the school's health education policy when providing lunches and snacks. It is the school's policy not to allow children to bring sweets or flavoured water/juice to school but to encourage them to choose a healthier alternative. Children must not bring in chocolate bars but a chocolate biscuit is allowed. We do not allow nuts in any form, including chocolate and nut spread, as we have staff and children with allergies.



DINNER MONEY

Dinner money is usually paid online via the school's Parent Pay system. We are sure you appreciate that prompt and regular payment of the correct amount greatly simplifies the administration of this. Two weeks' notice is required to change from school meals to packed lunches and vice-versa.

LOST PROPERTY

Please ensure every item of your child's property is labelled with their name. Property found in school will then be returned to the owner. Please notify us as soon as possible of any items that are lost by your child

ALL ITEMS OF CLOTHING INCLUDING FOOTWEAR MUST BE MARKED WITH YOUR CHILD'S NAME

PHOTOGRAPHS

Professional photographs are taken twice a year for you to purchase. These consist of an individual/family photo and a class photograph. Throughout the course your child's time at school photographs are frequently taken as a record of their achievement, for displays or for use on our website. On entering Well Green we ask you to complete a permission form for us to keep on your child's records.

UNIFORM AND PRESENTATION

Nursery - There is no school uniform for nursery children, however, you may wish to purchase one of our school sweatshirts/cardigans or polo shirt.

Main school - Children are expected to be neat and tidy and well presented, extreme, unorthodox/shaved hair styles are not permitted including various decorations or beads. Hairbands and ribbons are expected to be plain black or blue.

Modest dress worn for cultural or religious reasons, consisting of long shorts or a headscarf may be worn in school but these must be navy blue or black.

A separate uniform list can be found at the back of this folder with details of our supplier. Please note, that, for reasons of safety, baggy items of clothing are not suitable.



PE AND GAMES KIT

The children should wear our PE kit t-shirt and shorts available from our supplier Monkhouses. In colder weather for outdoor games the children may bring a plain navy or black tracksuit. Please avoid those with designs or football teams as these are not permissible. A separate uniform list can be found at the back of this folder.

JEWELLERY/WATCHES/MOBILE PHONES/CAMERAS

Children should not wear jewellery of any kind in school, except a watch, for reasons of safety. We would appreciate the support of all parents in this matter. Should earrings be worn they must be a simple stud, not a hoop. Your child should not wear earrings for PE/Games lessons and must be able to remove them for themselves. We ask that any new piercings are deferred to a holiday, therefore they can be removed for lessons. Children are NOT permitted to wear 'Smart Watches' and we strongly discourage 'Fit Bits'. The children are not allowed to bring mobile phones to school. In primary school, we will contact you should this be necessary. Children will never have the need to use a phone during the school day. Cameras are also not permitted in school. Staff take photographs of events to share on the school web-site.

BEHAVIOUR

At Well Green we have high expectations of the behaviour of all pupils. We set out to achieve this standard by developing a positive relationship between staff, pupils and parents. The school rules and behaviour policy are discussed with the children who are encouraged to take responsibility for their own good behaviour. In this respect a most important partnership exists between home and school so that children receive a consistent message.

ILLNESS AND ABSENCE

If your child is absent from school you must contact school on the first day of absence. When your child returns to school please send a letter to the class teacher, confirming the reason for the absence.

Infections can spread quickly among children and adults at school. Please ensure that your child is fully recovered before they return to school.

If a child suffers an injury, or becomes ill in school, it is vital that we are able to contact the parents. Please keep us informed of any changes to emergency contact numbers.

When a child has an appointment during school time, for example at the dentist, parents need to bring a copy of the medical card or letter to the office.

The class teacher should be informed before the child leaves the school. No child is allowed to leave the premises during school hours unless accompanied by a parent or another responsible adult known to the school.



HOLIDAYS

See Punctuality and Attendance

CHARGING FOR ACTIVITIES

Every child is entitled to receive a full education, without charge, in relation to the delivery of the National Curriculum.

At Well Green we also offer extra activities to enhance our children's education in the form of visits, theatre presentations and educational outings. In these cases, parents may be asked for a voluntary contribution to cover the cost of transport and admission. No child will be excluded from these activities if a contribution is not made, although the activity may have to be cancelled if it cannot be funded from contributions.

HOMEWORK

This is seen as an opportunity for children to begin to take some responsibility for their own learning and to provide a constructive link between home and school.

In Early Years and Key Stage 1 children take home books to share with their parents. In Reception, KS1 & KS2 they will take home phonics/spellings and maths activities appropriate to their stage of learning.

At Key Stage 2 it is important that children continue to read regularly at home. They will take home a variety of books to read and discuss with their parents who are asked to record this in their Reading Record Book provided by the school. In addition to learning spellings and tables, children are asked to carry out research and investigations to support work that is undertaken in school. Children will be asked to undertake certain language or maths activities at home. Homework is usually given by the teacher each Friday to be completed and returned by the following Wednesday.

EXTRA CURRICULAR ACTIVITIES

A range of activities take place, depending on children's interests and on the time and expertise available. Please ask for details.

At present we offer a whole range of clubs, these can also vary according to the time of year and age group. For example we have: art, netball, guitar, ukulele, chess, art, homework, French and football lessons. We also cater for children who are interested in playing sports,



the school has a range of teams that play against other schools. We offer pupils the opportunity to learn to play a range of woodwind instruments, such as the piano, clarinet, French horn, saxophone, also keyboard, guitar and violin, using Trafford's Peripatetic Music staff, there is a charge for these lessons.

PARENT TEACHER ASSOCIATION

At Well Green we have a thriving PTA which organises social events and raises money to support the learning and enjoyment of all the children.

A regular newsletter is sent out from school and further information available on our website giving details of current initiatives. Meetings take place regularly and every parent is welcome and indeed encouraged to attend. Please ask for details. Remember, it is our school and that includes parents and carers, your support is actively encouraged.

COMPLAINTS PROCEDURE

If you have any concerns regarding any area of school life the Head teacher will be happy to discuss these with you.

The school also has in place a statutory Complaints Procedure. Copies of this may be obtained from the School office, or on our website.

SAFEGUARDING CHILDREN

Every member of staff is responsible for creating and maintaining a safe learning environment for our children. We are committed to maintaining a Safer Culture and promoting the welfare of children and protecting staff. Under the education Act 2002 school must make arrangements to safeguard and promote the welfare of children. Parents should be aware that we will take any reasonable action to ensure the safety of our pupils. In cases where we have reason to be concerned that a child may be suffering ill treatment, neglect or other forms of abuse we would, on most occasions, discuss these concerns with the parent. However, there may be an occasion where we have no alternative but to follow the Local Authority Child Protection Policy and inform social services about concerns All adults in school are role models to our children and therefore, we expect the very highest of standards in behaviour, attitudes and interactions. If you have concerns about the welfare or health and safety of a child please speak to Mrs Markham, the Child Protection Officer and Designated Safeguarding Lead or the Deputy Safeguarding lead Miss Shaw. Highest priority is given to the safety of children to this end safeguarding is everyone's business and everyone's responsibility.



EQUALITY, ACCESSIBILITY AND DISABILITY SCHEME

As an inclusive school we are committed to ensure that staff, children, parents and the wider community can participate fully and equally in the life of our school. Racism is wrong and we will not tolerate racist attitudes among its staff, pupils or those who visit the school. If a child has a disability we will make reasonable adjustments to ensure their disability does not place them at a disadvantage. Please see our detailed policy on our website.

EQUAL OPPORTUNITIES

This requirement is central to the work of the school who share this responsibility. (See separate schemes and policies on these areas.)

ATTENDANCE AND PUNCTUALITY

It is essential that all children arrive at school on time and lessons begin promptly at 8.50am. In KS1 and KS2, classrooms open at 8.45am to promote a calm start and save children waiting or queuing up on the playground. The gates are open at the side of school from 8.30am. It is the parent's responsibility to ensure that their child attends every school day, unless your child is unwell. Please note that school finishes at 3.10 for Nursery and 3.20pm for children in Reception to Year 6.

Holidays should not be taken during term time. When children are absent from school they miss teaching and learning from across the curriculum which is often difficult for them to catch up.

Holidays should only be taken during the school break time and NOT during term time. Permission may be given by the Head teacher for an absence during the school year but only in EXCEPTIONAL circumstances. Absence during Year 6 assessment week will not be authorised. Parents will be fined for taking the children out of school without the headteacher's permission.

School starts at 8.50am for all children in Reception to Year 6 and 9.00am for Nursery. Any child arriving after the start of school must go to the office to complete the Late Register. All registers are monitored regularly, we will work with families whose child's attendance or punctuality is not acceptable. We aim for all our children to attend 95% of the time as a minimum.



PUBLIC ACCESS AND INFORMATION IN SCHOOLS

Documents available to parents on request for inspection at school are:

1. School Profile
2. Governors' Minutes
3. School's Curricular Policy Statements including schemes of work and syllabuses
4. Any published OFSTED reports

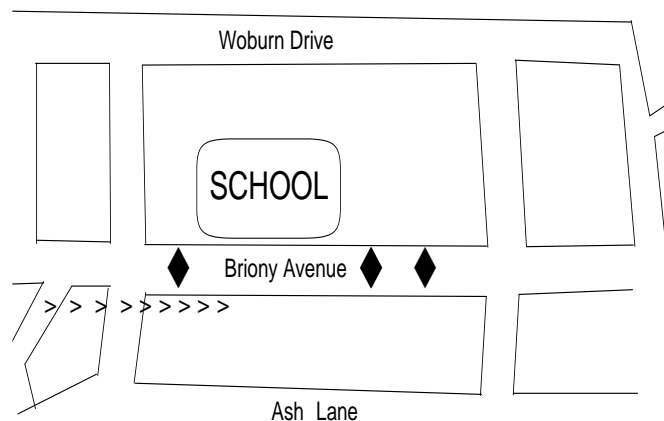
HEALTH AND SAFETY

Please note all pushchairs/ prams must not be brought into the school buildings. They are a hazard down the corridor and could prevent swift evacuation in an emergency. I thank you for your cooperation and understanding in this matter.

Parents should always observe the official parking restrictions on Briony Avenue. They are there to protect your children.

For the safety and convenience of those at school and of local residents there is a one-way system for parents dropping off and collecting children by car.

One Way System





COLLECTION AT THE END OF THE DAY

Parent/ carers collect their Year 1, Year 2 and Key Stage 2 child at 3.20pm from the playground. Nursery finish at 3.10pm to give you time to collect parents from different areas of school. Reception children should be collected at the gate where they are dropped off each morning. No under the age of 16 may collect a child from school. Children in Year 5 or Year 6 may walk home if they live nearby, school must be informed in writing if they are allowed to walk home alone.

The school must be informed if these arrangements are changed, and someone else has to collect their child at the end of the school day. They should;

- Contact the school as soon as a delay is anticipated
- Make adequate alternative collection supervision arrangements for their child and to inform school of this.

If your child attends 'Ok Mum' you must telephone them directly.

After a reasonable amount of time, if the school is unable to make contact with parents or emergency contacts you have provided to us, we will make a referral to Social Services, which may result in them contacting the local police.

LEAVING SCHOOL EARLY

If your child needs to leave school early to attend an appointment please write a letter requesting this and come into school to collect him/her. Children are not permitted to leave the premises during school hours unless they are collected, and signed out, by a parent/carer, over the age of 16 years.

GENERAL

TOYS AND GAMES

These should not be brought into school as damage or loss can cause considerable upset. Arguments often arise over ownership when toys are 'swapped' and we wish to avoid the use of dangerous or inappropriate toys. At lunch time the supervisors supply a range of suitable equipment for the children's use.



SCHOOL UNIFORM

WINTER (after October half term and up to Easter)

GIRLS

Grey tunic/skirt or
Smart grey trouser
Gold blouse
School tie
Grey or white socks
Royal Blue cardigan
Royal Blue hijab may be worn if desired

BOYS

Grey trousers or shorts
Grey shirt (Long or Short Sleeved)
School tie
Grey socks
Royal Blue Sweatshirt

SUMMER (after Easter and up to October half term)

GIRLS

Blue and White gingham or striped dress

BOYS

Short-sleeved, white cotton polo shirt

Footwear – Black

Children should wear clean, sensible black shoes for school. Trainers or casual shoes/black trainers are not permitted. Children should not wear boots or wellingtons during the school day but change into their usual black school shoes if they wear them to school in winter. Thank you.

Children may wear a simple watch – it must not be a 'Smart watch', see earlier in the prospectus for more information.

GAMES AND PE KIT

Clothing:-

A Royal blue sport shorts and t-shirt available from Monkhouse. Navy or Black plain Track suits or sweatshirts may be worn for outdoor games activities. (Avoiding patterns or Football logos)

PE kit is designed with safety and hygiene in mind. Children should not share their kit, particularly footwear. Children **MUST** not wear football/team kits for these lessons.



Please note, that, for reasons of safety, baggy items of clothing are not suitable.

Footwear:-

Indoor: Black or white plimsolls. For some activities children are encouraged to work in bare feet.

Outdoor: For activities on the hard court or on the field, children should wear suitable trainers. Plimsolls should not be worn. In the winter months, we recommend children bring a sweatshirt and jogging bottoms; these should be navy or black.

All items can be obtained through Monkhouse School Wear Uniform Shop, 47 George Street, Altrincham WA14 1RJ

Telephone **0161 941 7503**

Www. Monkhouse.com

STAFF AND GOVERNORS

Head Teacher:

Mrs Kate Markham

Teaching staff:

Mrs Jenny Bell (Senior Leader)
Mrs Sarah Burnham (Assistant Headteacher)
Miss Rosie Shaw (Deputy Headteacher)
Mrs Heather Berry (SENCO)
Mrs Rosie Simon
Mrs Angela Al-Hassani
Ms Sharron Van Cook
Mrs Wendy Parsons
Mrs Elaine Armstrong
Mrs Charlotte Oldham



Support staff:

Miss Lucy Crabtree (Teaching Assistant)
Mrs Charlotte Kays (Teaching Assistant)
Mrs Anthea Grice (Teaching Assistant)
Ms Lyn Denny (Teaching Assistant)
Mrs Michelle Emery (Teaching Assistant)
Mrs Sahar Alvi (Teaching Assistant)
Mrs Anne Moorhouse (Teaching Assistant)

Mr Chris Ayers (School Business Manager)
Mrs Rebecca Cresswell (Administrator)
Mr Steve Johnson (Site Manager)

Mrs Karen Ankers (Cook Supervisor)
Miss Jennifer Ward (Kitchen Assistant)
Ms Kit Yi Phang (Kitchen Assistant)

Mrs Sue Booth (Lunchtime Supervisor)
Ms Lou Noble (Lunchtime Assistant)
Mrs Maki Firouzbakht (Lunchtime Assistant)
Mrs Ezra Mallalah (Lunchtime Assistant)
Mrs Fajiha Fasal (Lunchtime Assistant)
Mrs Jaginder Singh (Lunchtime Assistant)
Mrs Qian (Chrissy) Zhou (Lunchtime Assistant)

Ms Candice Brown (School Nurse)

Governing Body:

LEA Rep:	Mr Patrick Myers (Chairperson)
Co-opted:	Mr Jay Woody
Head Rep:	Mrs Kate Markham
Staff Rep:	Miss Rosie Shaw
Parent Rep:	Mr Gareth Thomas
Parent Rep:	Mrs Rachel Foulkes
Co-opted:	Vacancy
Co-opted:	Mrs Val McNamara
Co-opted:	Mr Dave Sutcliffe
Co-opted:	Mr Simon Cook

And Finally.....

We want your child's time at our school to be happy, exciting and educational.



We believe that learning should be fun and that by encouraging respect for each other and valuing the opportunities available we all grow and learn together.

Mrs Kate Markham
Headteacher