



Tree planting



Outdoor Reception area



River study

# Welcome to Eastling School Prospectus September 2015-2016



A warm welcome awaits

Eastling Primary School  
Kettle Hill Road  
Eastling  
Kent  
ME13 0BA

01795 890252

[www.Eastling.kent.sch.uk](http://www.Eastling.kent.sch.uk)





Eastling Primary School  
Kettle Hill Road  
Eastling  
Kent  
ME13 0BA

01795 890252

Head@Eastling.kent.sch.uk

Dear Parents and children,

### Welcome to Eastling School

I hope that this pack will tell you all the important things about our school. This includes details of the way we encourage children to behave and learn, and how we hope to develop a useful and productive partnership with you. If we can help to answer the multitude of other concerns and issues about starting at a new school, please let us know- however small these may appear!

If you have not yet visited the school, I look forward to showing you around and providing you with an opportunity to meet the children at work, experience the warm, caring atmosphere that we provide and to see the facilities that we have.

We believe Eastling Primary School is a place where children will be happy, make lasting friendships and be supported to develop their academic, social, sporting and artistic talents to the fullest extent.

I look forward to meeting you,

Dave Walsh  
Headteacher





## Staff

Headteacher:	Mr Dave Walsh
Deputy Head Teacher	Mr Mark Evans
Teaching Staff:	Mrs Hayley Pieroni Mrs Anne Frost Mrs Hannah Baker Miss Hannah Leith Mrs Clare Mansfield
Learning Support Team:	Mrs Karen Taverner Mrs Alison Davis Miss Laura Thornton Mrs Sarah Fairhurst Mr Michael Ray Mrs Karen Lee Mrs Helen Cole Miss Lucy Green
St. Mary's Support team	Canon Donald Lawton
Secretary : Finance / Bursar:	Mrs Isabel Cheesman Mrs Ashley Sayewell
Canteen Supervisor:	Mrs Tanya Smith Mrs Jill Seaman
Cleaner-in-Charge	Mrs Vanessa Harris





## *Governors*

<b>Headteacher:</b>	<u><a href="#">Mr Dave Walsh</a></u>
<b>Parent Governors:</b>	<i>Mr Chris Redman Mr Stuart Baker Mr Jamie Bullock Mrs Rosie Moss Mrs Cindy Sudbury</i>
<b>Staff Governor:</b>	<i>Mr Mark Evans</i>
<b>LEA Governors:</b>	<i>Mrs Tish Neaves Mr Stephen Elderkin Mrs Stephanie Youle (Chairman)</i>
<b>Community</b>	<i>Mr Peter Cheesman Mrs Bay Lees(associate)</i>
<b>Clerk to the Governors:</b>	<i>Mr Andy Flatt (<a href="mailto:Governors@Eastling.kent.sch.uk">Governors@Eastling.kent.sch.uk</a>)</i>
<b>Associate Governors:</b>	<i>Mrs Georgia Smart Ms Debra Collins</i>
<b>Area Education Office:</b>	<i>East Kent Education Office Clover House Thanet Way Whitstable Kent CT5 3QZ 01622 696705</i>





## Our Vision Statement

At Eastling School we want to

- ✓ Develop self-value, confidence and ability in every individual;
- ✓ Offer a range of choices, experiences and opportunities guided by individual need;
- ✓ Make the school experience a positive, enjoyable and proactive one for pupils and parents.

We aim to accomplish this through:

- ✓ Structured introduction to areas within and beyond the National Curriculum, seeking to continually improve standards of teaching, learning and performance;
- ✓ Developing an invigorating, exciting and stimulating environment which encourages children to investigate and extend their learning's breadth, depth and balance;
- ✓ Upholding core values of honesty, integrity, tolerance, and perseverance.

## School Times

Morning session	9.00 am - 12 noon
Afternoon session	1.00 pm - 3.20 pm

There is a 15 minute morning break. Our younger children may also have a 15 minute afternoon break.

There is an adult on duty from 8.50 am until 9.00 in the morning and 3.20 until 3.30pm after school. A good range of casual 'After school' clubs operate until 4.30pm with a bespoke "Child care" facility until 5:30pm each evening. Your children's safety is our main concern and for this reason we would ask you not to leave them on site when an adult is not available to supervise them.

The school is open for 190 days each year, plus five staff development days when the school is closed to pupils.

Full term dates and activities are available from our website at [www.eastling.kent.sch.uk](http://www.eastling.kent.sch.uk) .





## Class Organisation

The school takes in pupils of statutory school age from 5 - 11 years. There is also a policy to accept rising 5's. From September 2012 this is organised as:-

Cubs	Reception	Foundation curriculum
Lions	Years 1 and 2	Key Stage 1
Tigers	Year 3 and 4	Lower Key stage 2
Leopards	Years 5 and 6	Upper Key stage 2

In each class the children are grouped and the work differentiated according to their age and needs. A child working with others in different age groups further enhances the strong family atmosphere of Eastling School.

## Welcoming New Children

We operate a 'Rising Fives Policy'; that is a child may begin school one or two terms before their fifth birthday. Our standard intake number is set at 15 for new admissions.

We would love to welcome your child to Eastling Primary School and invite you to make an appointment to visit us with them (preferably in school hours so you can meet and talk with our best sales force - the children here!).

In January or February before the academic year in which your child begins school, you may pick up a common application form (CAF) on which you can say which school you'd like your child to attend in first, second and third choice. On a common date for the LEA, the highest ranked school with places will make a formal offer of a place.

In the case of over subscription at Eastling School the following criteria are used:-

- Looked after children in the vicinity
- Current family association (an elder brother or sister in the school at the time of entry)
- Health reasons (for which a medical certificate is required)





- Nearness of children's homes and ease of access to school

If the school is oversubscribed children are allocated places strictly on the basis outlined above. This means that we often have to allocate places to children who live closer to the school but who have already gained places in other establishments. In these cases, once the parents concerned have confirmed their intention not to use their place, it becomes available to the next children on our list.

At Eastling we have a flexible policy for entry to fit in with your wishes and your child's needs. This means that children who are "ready" may start school full time earlier in the year or indeed, wait until they are ready later.

All children should be full-time from the Summer Term of their Reception year.

We have a special prospectus for children joining us in the Reception (Foundation) year which you can either ask at the office for, or download from our website.

## Induction Process:

Above all else, we want your child to have a happy and successful start in their new school. We believe very strongly in this and have very generous staffing levels to ensure that it happens (currently we have 1 member of staff for each 6 children in Reception year!).

Your son or daughter's entry to the school is carefully managed through a lengthy 'induction' process details of the most up-to-date programme are shown on our web site

After this, entry to the school is carefully considered between ourselves and you - last year it meant that all children (from the age of 4 years and 3 months) were happily and productively engaged in the school full time by half term September.

## Parents as Partners

We want you to know how valuable your expertise and knowledge of your child is to us.





So..

- Staff show respect and understanding for the role of the parent in your child's education;
  - The past and future part played by you in the education of your children is recognised and explicitly encouraged;
  - Staff listen to your accounts of your child's development and any concerns you may have;
  - Our arrangements for settling in are flexible enough to give time for children to become secure and for the staff and you to discuss your child's circumstances, interests, skills and needs;
  - The knowledge and expertise of you and other family adults are used to support the learning opportunities provided by the setting;
- Relevant learning activities and play activities, such as reading and sharing books, are continued at home. Similarly, experiences at home are used to develop learning in the setting, for example visits and celebrations.

## Other Joins



We do often welcome new children to the school who are not starting in Reception. This is usually as their parents have moved into the area, or nearer to our school, so it becomes more convenient.

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In this case pupils can be admitted if we have space in school.

All schools have maximum class sizes for Key Stage 1 (children under 8) and an official intake number for all year groups.

At Eastling our intake is 15 children per year but this is to maintain class sizes of 30 pupils. We will consider entering children to our school where class spaces are available.

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If we do have spare places in a year group then we will try our best to accommodate new children.

In each case we try and liaise with the child's previous school to see if such a movement is of benefit to your children.

## School Uniform



*Children at Eastling Primary School are proud to wear school uniform.*

Our uniform is:

Boys Plain grey or black school type trousers or shorts.

White shirt or polo shirt / Blue jumper or sweatshirt

Girls Grey skirt or pinafore dress / Blue/White dresses in summer

Plain grey or black school type trousers, not jeans

White blouse or polo shirt / Blue cardigan or sweatshirt

Children are asked to wear suitable footwear (not trainers or boots) with socks. Shoes with heels over 2cm are not considered to be suitable.

All children require appropriate clothing for Physical Education lessons. Plain shorts and a T-shirt are suitable for indoor and summer sports. They must also wear plimsolls or work in bare feet indoors.

For outdoor games, the children also need a sweatshirt and leggings or tracksuit and sturdier sports shoes.

At their swimming block children will need a swimsuit or trunks and a towel for swimming when notified.

All appropriate, clearly named PE kit must be kept in school in a named bag for the duration of each half-term.

The following items are available for sale at the current prices:-





Sweatshirts      T-shirts      Polo shirts      Sun Hats  
 Adult size sweatshirts      PE Bags      Book Bags  
 Fleeeces

All items can be bought from our Faversham stockist: Rival [116 West St., Faversham ME13 7JB ☎ 01795 590473]

Please name all clothing clearly on a regular basis so that lost items can be returned.

Unfortunately the school can take no responsibility for children's care of unnamed items!

Plain earrings and simple watches may be worn except in PE. However, parents are reminded that children will be requested to remove and replace their own earrings. No other jewellery may be worn for safety reasons.

## Leave of Absence

Sorry - school dates allow for multiple weeks where holidays can be taken without disturbing your child's learning (or that of others). We are only able to sanction authorised absence in very unique situations

Please don't book holidays in term time as unauthorised absence can lead to Education Welfare Involvement (and ultimately, legal proceedings and fines)

As a parent/carer you can demonstrate your commitment to your child's education by, wherever possible, taking your holidays during school holiday periods

Absence for 2014/2015 4.3%  
 (This includes authorised and unauthorised)

## Health Matters

No child should be sent to school if they are unwell. We do not have the facilities to look after sick children, but more importantly, an ill child needs rest and recuperation time at home. If a child is physically sick they should also remain off school for 48 hours to prevent spreading any illness to other children and staff. If your child becomes unwell or has an accident whilst at school, we will try to contact you. The school keeps a file of home and





emergency contact numbers, which we ask you to update when necessary.

The school is required to keep a record of all absences, authorised and unauthorised - these are published every year in your child's annual written report. It is your responsibility to provide a written note or telephone message when your child is absent.

If it is necessary for your child to leave school during the day for an appointment, please notify their teacher and the office in advance. We would ask parents to remember that, for the safety of their children, we are unable to allow strangers to pick up children without prior notification.

## Medicals and Medicines

All pupils are usually examined by a school medical officer during their first year at school and screened for vision and hearing problems at other times. Parents are always informed of the test date and results.

Dental inspections are also carried out periodically by a school dental officer. You may subsequently have your child treated by him or your own dentist according to your wishes.

Essential, long-term medication will only be given at school when we have written permission from parents. Any instructions must be clearly shown and changes in dosage/timings confirmed in writing. Inhalers or Epipens may be kept by children when appropriate. All other medication should be left at the school office where it will be logged and secured in a special cabinet. Please clearly label any medication with your child's name.

All medication will be returned home for parent checking each term. It is the parents' responsibility to ensure medication is in date and with sufficient quantity.

## Documentation

Parents receive *regular information from the school* in dated newsletters. A termly newsletter is issued for each class to inform parents of the term's curriculum.

The school has its own web site at [www.Eastling.kent.sch.uk](http://www.Eastling.kent.sch.uk)





We hope that the web site will enable all parents to share a little more in the life of the school, if only ‘virtually’. If there are documents or issues that you feel should be added to the site, please let us know. Details of schemes of work and other documents can be seen on the site or by contacting the school.

We also provide (when all parents agree) links to secure photo galleries of special events and activities in school for their child’s class.

Further documentation, such as Department for Education (DfE) regulations, minutes of Governors meetings etc, can be viewed at the school at a mutually convenient time.

## Parking

There is an arrangement for parents to use the village hall and the church car-parks when dropping off or collecting their children after school. This greatly reduces the likelihood of accidents to children walking along the school lane.

The main school gate is locked at the start and end of the day.

## Lunch and Playtimes

At morning break the children are allowed to have a snack of fruit or raw vegetables - not chocolate, sweets or other unhealthy foodstuffs.

School councillors have arranged a “Healthy tuck shop” which they operate during the week.

At lunch times the children may bring a packed lunch or have a meal at the current cost (payable weekly or half termly). Please try to send the correct amount in a clearly labelled envelope. We ask that fizzy drinks are not included in packed lunch boxes and also that nuts and peanut butter are avoided as we now have several children who suffer from nut allergies.

The nutritional standards of the meals provided are verified by the catering service provider. Meals are checked on arrival at school for quantity and heat.





## Positive Discipline

Our aim is to promote self-discipline for each child. We believe in a firm but fair discipline where good behaviour is recognized and rewarded. In the event of serious or persistent bad behaviour the parents are always informed. The School Community has an agreed Behaviour and Discipline Policy, which is available from school or at our web site [[www.Eastling.kent.sch.uk](http://www.Eastling.kent.sch.uk)],

We have adopted a set of Golden Rules throughout the school, which the children are expected to adhere to. These are:

- ✓ Do work hard, don't waste time.
- ✓ Do listen to people, don't interrupt.
- ✓ Do be kind and helpful, don't hurt people's feelings.
- ✓ Do be gentle, don't hurt anybody.
- ✓ Do look after property, don't waste or damage things.
- ✓ Do be honest, don't cover up the truth.

By keeping to these rules they have an opportunity to earn 'Golden Time' on a weekly basis. This is when they are able to choose their own special activities (within reason!).

### Playground Behaviour

Some children find keeping to these simple rules especially difficult at playtimes! To help children develop the skills of getting on with others; sharing, and helping the school community, we run a 'Young Sports' Leaders" system as well as "Young Mediators". Older children are given the responsibility of helping other children. They provide and look after special playground equipment and help children organise games using it.

### Clubs and Activities

We are keen to encourage co-operation between children and allow them to organise and run their own 'clubs' and activities during the dinner period. The wide range of activities that they have provided include colouring, cutting and sticking, netball, community service, charity, ICT, Lego, dancing and social clubs. It is a delight of the school to see the older children helping and supporting others in an activity that they have organised.

### The School Council

Another feature of the school is the school council. This has representatives from each class. They discuss issues of concern on a





weekly basis and present their findings and thoughts to the Headteacher and wider school community. Often they are instrumental in alerting the school to their perception of problems.

Pupils also take part in a Cluster based “School council” where ideas can be shared between schools.

#### **Certificates and stickers**

We want children to know when they are behaving well! We have a system where children are rewarded with ‘merit’ points and certificates.

#### **Bullying**

All schools have bullying of some sort. Our aim is to reduce its occurrence and prevent it happening for extended periods. We have many approaches that are successful. These include:

- Helping children to recognise bullying rather than poor behaviour
- Observation during periods when bullying is perceived to be taking place
- Discussion about the effect of bullying
- Change of class seating or playground routines to minimise opportunities

For these techniques to work we do need the help and support of parents, both to inform us of children’s concerns and to negotiate behavioural standards with their children.

Our Inspections over the last ten years all rated the care and attention aspects of the school as “outstanding”.  
In November 2009 we started a “Young mediators” system where children are trained to resolve each other’s problems in a helpful and productive way.





## **Assemblies and Acts of Worship**

There is a daily act of worship that is broadly based.

Although parents have the right to withdraw their child from the act of worship, we would hope that some discussion and agreement could be entered into first.

There are also special assemblies at Christmas and at the end of the Summer Term, which are held at the local church. Parents and friends are invited to these services.

As a small school we feel that it is vital to maintain links with the wider community. There are established links with the local playgroup, local church, local youth organisations and Sunday school. We enjoy good relations with other local schools and welcome speakers and visitors into school.

Additionally, we are always keen to become involved in community events, education business partnerships, local initiatives and one-off activities.

## **The Friends of Eastling School (FOES)**

The school is fortunate to have an active PTA group that exists for the benefit of the children. It helps to advance their education by providing and assisting in the provision of educational facilities not normally provided by the Local Education Authority.



It helps to foster more extended relationships between staff, parents and associates with the school. All parents automatically belong to FOES.

The Friends organise many activities during the year. You will always be informed of these and hope that you will be able to participate in several!

## **Parental Help**

In order to provide the best possible education for your child we utilise parental talents in school. If you have any special skills or





talents that would be of benefit to the school, however insignificant you feel they may be, please let us know.

We also ask for parent support in:-

- Supporting the school's aims and policies, particularly regarding behaviour and Homework.
- Signing and carrying out the Home / School Agreement.
- Ensuring that your child attends regularly and informing us of any reason for absence.
- Advising us of any changes at home that might affect your child's behaviour or attitude eg. illness in the family, death, divorce.
- Supporting the school's extra curricular activities eg. Sports Day, FOES events etc.



**“Horticultural experience” at The Abbey Greenhouses**





## Curriculum Details

We aim to provide all our pupils with a broad and balanced curriculum in accordance with the national Curriculum and Kent County Guidelines. Religious Education, Citizenship and Personal and social education (PSE) also feature in our learning environment.

The National Curriculum subjects are:

English*	Design Technology	Art	Modern Languages
Maths*	History	Music	PSHE & Citizenship
Science*	Geography	PE	Religious
Information & Communication Technology*			Education

\*Indicates a Core Subject

For each subject there are stated Programmes of Study and levels of attainment.

## Teaching and Learning

Our teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage - but teachers decide how to teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach is adopted to take account of any gaps in pupils' learning resulting from missed or interrupted schooling.

Conversely, more able pupils may be able to access higher programmes of study or specially tailored enrichment activities.

For most of the time classes are taught by their own teacher. Occasionally classes are taught by other teachers in order to make use of the special interests and qualifications of staff. Children are grouped within each class according to their individual need.





# English

## Literacy

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. We aim to teach each child to read fluently and with understanding and to develop a love of books. We encourage children to communicate their thoughts in speech, to develop a legible style of handwriting and a competent use of the written work.



In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

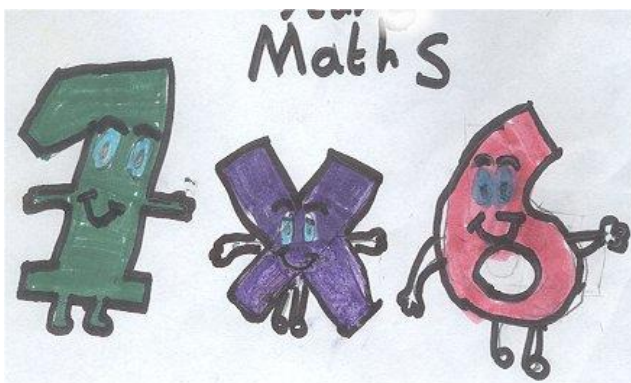
Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge pupils can choose and adapt what they say and write in different situations.

# Mathematics

## Numeracy

The children experience and develop their basic knowledge skills, understanding and use of number, algebra, measurement, shape, data handling and problem solving in relating to everyday life. The National Numeracy Strategy is followed throughout the school and details of this are provided on our web site.



Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical





reasoning, problem-solving skills, and the ability to think in abstract ways. Mathematics is important in everyday life, many forms of employment, science and technology, medicine, the economy, the environment and development, and in public decision-making. Different cultures have contributed to the development and application of mathematics. Today, the subject transcends cultural boundaries and its importance is universally recognised. Mathematics is a creative discipline. It can stimulate moments of pleasure and wonder when a pupil solves a problem for the first time, discovers a more elegant solution to that problem, or suddenly sees hidden connections.

## Science

The staff has developed a two year rolling programme to ensure adequate coverage of the science curriculum. This topic-based approach may be cross-curricular or individual subject based.



Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought. Through science, pupils understand how major scientific ideas contribute to technological change - impacting on industry, business and medicine and improving quality of life. Pupils recognise the cultural significance of science and trace its worldwide development. They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.



## Information and communication technology



Information and communication technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider its implications for home and work both now and in the future.

The school has its own high specification ICT suite to enable class teaching to take place. Each class also has a range of computers that children may use to help with their learning

Each National Curriculum class has an interactive whiteboard in their room which allows exciting, interactive presentations on all subjects.

## Design and technology

Design and technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can become discriminating and informed users of products, and become innovators.



Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments.

They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

***These subjects generally permeate other curriculum, areas but may be taught in isolation to develop specific skills.***

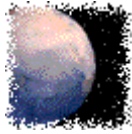
## History

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.



## Geography



Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

## Music



Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness.





The school also uses the services of a peripatetic music teacher to enhance its already high standards by providing tuition for piano. Kent Music School are also available to provide tuition in Guitar and Keyboard at extra cost. The school will often provide extra clubs for Recorder, ukelele and Choir.

## Physical education

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities.

They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

We are keen to field sports teams for many events - not necessarily to win (although it is always nice!) but just to enjoy the taking part! Last year we tried the following activities - netball, football, walking, athletics, abseiling, fencing, orienteering, low ropes, parachute games, cricket, swimming, cycling proficiency and zip wire! (Some of these were at the Residential experience)





## Homework

Since September 1999 all children in Years 1 - 6 have been required to do homework in line with the Government's recommendations of:-

Years 1 and 2	1 hour per week
Years 3 and 4	1.5 hours per week
Years 5 and 6	30 minutes per day

Homework will usually consist of consolidation work in Literacy and Numeracy plus reading. There may also be times when it is necessary to complete work or to prepare for a future lesson. It would be appreciated if you would encourage and support your children in this work. Each child has a homework book where weekly homework is recorded. We would appreciate parents checking this on a regular basis and signing to indicate they have seen the book.

At Eastling we believe that children should be encouraged to continue learning outside of the classroom. However, we also believe that our children should have time to relax, to develop other interests and that homework should not become a burden. If homework is causing difficulties, please discuss this with your child's class teacher.

After asking parents and children their views, our homework is set once a week for completion at family's own pace. Reading and spelling work is still set online and extra 'extension' activities are also available and encouraged for the children (eg competitions, writing journal, research challenges etc)

From September 2009, Eastling led an online "homework" project with schools in the area where each pupil has individual, interactive and exciting homework provided on a special site.

## Modern Foreign Languages

We are keen for our pupils to access the benefits drawn from knowledge of an additional language. We teach spoken French throughout the school. This is in the form of incidental French within Class 1 to 4 following the Kent Pilote Scheme.







## Religious Education

Our aim is for everyone in Eastling Primary School to be valued as an individual. Such self-esteem has to be fostered to enable children to acquire a strong set of moral values to guide their personal behaviour. (see our ***Mission statement***)

Religious education fosters an approach supporting the values of respect for self and others. In addition, the school follows the Kent Agreed Syllabus providing opportunity for the children to study the beliefs of Christian and other faiths.

Every two years children visit Canterbury Cathedral. This is supported by the BUNCE Ecclesiastical Trust, which also donate bibles to Year 6 leavers.

## Personal, Social and Health Education with Citizenship

PSHE and Citizenship enables the children to learn a variety of life skills. Citizenship gives children the knowledge, skills and understanding to play an effective role in society at all levels. It helps them to become informed, thoughtful and responsible people who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible.

## Sex Education

Health and Sex Education are taught as part of the curriculum. Staff will answer all children's questions pertaining to sex education honestly and to the best of their ability.





## Additional Educational Needs

One of the advantages of a small school is that the needs of the individual can be identified easily and continuity of progress maintained.

In every school there is a small proportion of children recognized as having Additional Educational Needs. Eastling Primary School follows the procedure as outlined in the National Special Needs Code of Practice.

Specifically, our prospectus needs to indicate :

- Information on arrangements for the admission of pupils with disabilities

We have a broad inclusion policy for the school that includes equality of opportunity for children with AEN under the conditions of the SEN legislation.

Access surveys show that we have a good access for many areas of the school but do suffer from the restrictions of an 1876 building in terms of wheelchair access.

Other disabilities are catered for either through the school SEN processes or through physical aids specifically stocked by the school (hearing loops, vision aids, physical difficulties amelioration equipment)

- Details of steps to prevent disabled pupils being treated less favourably than other pupils

All our pupils have an equal voice and this is a central tenant of our vision statement. Actions to support SEN children are individually tailored to their needs and circumstances.

- Details of existing facilities to assist access to the school by pupils with disabilities

The school has recently worked in partnership with the LEA to ensure better access to the school for all. This has included the provision of disabled toilets and facilities, access points to the school and a clear entrance route, especially designed with the DDA act in mind.

- The accessibility plan (required under the Disability Discrimination Act 1995) covering future policies for increasing access to the school by pupils with disabilities

Our accessibility plan is available on line and is a work in progress. Changes are made to reflect the category of demand that approaches





the school. In addition, a strategic plan allowing greater access for any possible group is also undertaken and reviewed by the Governors on an annual basis.

- Information about the implementation of the governing body's policy on pupils with special educational needs and any changes to the policy during the last year.

We have regular Group School Reviews (GSRs), which are attended by a variety of support agencies with whom staff can discuss any problems or needs that they may have concerning particular children. Parents will be informed of any changes concerning pupils with Special Educational Needs.

If a child's needs are exceptional and long term there may be a "statement" written for the child. This is a legal document setting out the long term needs, which must be provided by the local authority and reviewed annually.

Mrs Mansfield, as SENCO, works very closely with class teachers and our learning support team to help any child with Special Needs. There is a separately resourced room where children may occasionally go for individual attention.

For children with additional educational needs we have accumulated experience or qualifications in many areas.

## Enrichment Activities

At Eastling Primary School we encourage children to participate in activities that enhance and develop their learning. Educational visits and visitors who support work are encouraged.

In Years 5 and 6 children have the opportunity to participate in a residential visit. This tends to be on a cultural basis one year (Isle of Wight) followed by a physical one the next (Arethusa centre).





## Extra-Curricular Activities

The school prides itself on the range of activities available for children as extra-curricular. These include weekly clubs after school on each evening (currently our clubs are shown below, but these alter to cater for wide needs

<i>Day</i>	<i>break</i>	<i>dinner</i>	<i>After school 3.20-4.30pm</i> <i>Please pick up promptly</i>
<b>Mon</b>	<i>Toastie station</i>	<i>Young Sports Leaders</i> <i>School council</i> <i>Young mediators</i>	<i>Cookery club</i> <i>Science club</i>
<b>Tue</b>	<i>Toastie station</i>	<i>Young Sports Leaders</i> <i>Young mediators</i>	<i>Youth club (Y3-6)</i> <i>Photography</i> <i>Library</i>
<b>Wed</b>	<i>Toastie station</i>	<i>Football</i> <i>Young Sports Leaders</i> <i>Young mediators</i>	<i>Football (Y1-3)</i> <i>Computer Games (Y1-6)</i> <i>Football (Y3-6)</i>
<b>Thu</b>	<i>Toastie station</i>	<i>Young Sports Leaders</i> <i>Young mediators</i> <i>Scrobble</i>	<i>Art (Yr 1-6)</i>
<b>Fri</b>	<i>Toastie station</i>	<i>Young Sports Leaders</i> <i>Young mediators</i> <i>Ukelele</i>	<i>Cinema (Yr R-6) (Yr R &amp; 1 initially with parent) (Ends between 5:10pm)</i>

List taken from September 2015 club list and subject to changes





In addition the school offers a wide range of 'seasonal' or one-off activities which have included

- ✓ Residential visits (from Year 3)
- ✓ Theatre trips (for whole families as well as just for children)
- ✓ Parliament visits
- ✓ Tree planting
- ✓ Christmas shopping days
- ✓ Theatre groups in school
- ✓ Circus days
- ✓ Recorder festivals
- ✓ Discos
- ✓ Sports festivals
- ✓ Choir festivals

As the school owns its own 2 mini-buses, opportunities to enrich the curriculum can be seized when they arrive



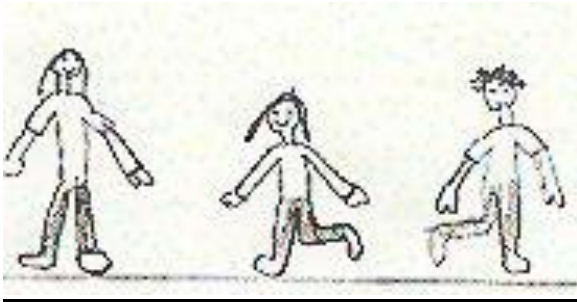
Our Gruffalo Hunt for world book day

The school holds the Artsmark award.





## Provision for Sport



Pupils have the opportunity to develop games skills throughout their school career within the PE curriculum as well as inter-school activities and competitions.

Eastling is fortunate to possess its own Mini-buses which transport different groups of children to Swimming Lessons all year around.

Visits from specialist games instructors are promoted. Whenever possible, there are after school clubs for netball, football or rounders.

- ✓ In 2015 we achieved the Enhanced Healthy schools standard (after being just the Healthy Schools standard for 5 years previously)
- ✓ From 2010 to 2015 we fielded sides at football, netball, cricket, cross country running and athletics
- ✓ For ten years we have been able to introduce pupils to sports as diverse as fencing, orienteering, abseiling, climbing, BMX biking, go-karting, climbing, aeroball and pot holing through our residential programme.
- ✓ Since 2006 we have provided weekly swimming sessions at the Faversham Pool and have recently had no child leaving without being able to swim.
- ✓ In 2012 we maintained a good league position in the local football league; take part in Cluster Golf tournament and attended a range of sports activities including Squash, Tennis etc.
- ✓ In 2010 we were the Key Stage 1 skipping champions; in 2012 the area Football champions

We are keen to encourage healthy living in the school and have a philosophy that sport and games should be fun rather than about winning and losing.

As part of our sports provision we

- ✓ are Sports-mark accredited;





- ✓ have an active sports programme as part of residential activity;
- ✓ have developed our grounds with low level fitness equipment and suitable play equipment for small children;
- ✓ invited specialist PE teachers from Local secondary schools to develop sports provision;
- ✓ provided a dance club;
- ✓ taken part in sampler sessions for Netball, Squash, Golf, Short tennis and Girls football

We currently have a football team and the enthusiasm to let our pupils have a go at most sports!

Most years we take part in

- Local schools' sports festivals
- A residential activity for all children aged 8 and over
- Cross country running competitions
- The multi sports festivals at Herne Bay High School



Our field trip to the Turner gallery and Margate beach



## Charging and Remissions Policy

The Governors at Eastling Primary School have adopted the following charges and remissions policy:-

- To make charges as allowed by the Education Reform Act (see extract below).
- To seek voluntary contributions from parents to facilitate the continuation of activities during the school hours for which charges may no longer be made.

Briefly, the 1988 Education Reform Act states that "A charge may not be made for education provided during the school hours but parents may be invited to make a voluntary contribution towards the cost of an activity. Charges may be made for individual, or small group tuition in playing any musical instrument and for optional extras eg. For craft and home economics."

Where a voluntary contribution is requested there is no obligation to contribute and no pupil will be excluded for non-payment, but it may be necessary to cancel a trip or activity if there are not enough contributions to meet the costs. We are able to charge for events that occur wholly or partly outside school hours.

*A permission and reply slip will always be attached to any request for payment.*

## Help!

We also recognise that the costs of everyday life are sometimes onerous and try and reduce the amounts that we ask from you by:

- ✓ The generous donations from the Friends of the School
- ✓ Approaching the Kent Children's Trust for specific cases
- ✓ Allowing some "trial" periods when costs are necessary to continue
- ✓ Restricting appeals for charitable donations throughout the year
- ✓ Utilising Pupil Premium when it is appropriate to do so







## Key Stage Tests and Selection

Children are assessed at the end of their foundation stage in line with National requirements of a 'Foundation Profile'. This represents the start of the National Curriculum.

There is formal testing (known as SATS) for the children at the end of Key Stage One (Year 2) and Key Stage Two (Year 6). The results are published and the results for Eastling Primary School and the latest national results are included at the back of this folder. The testing for Key Stage One occurs in the Spring and Summer terms and for Key Stage Two in the Summer Term.

Following consultation with the school, parents of the children in Year 5 may opt for their child to take a test if they wish to be considered for a selective place at a grammar school. This test takes place in the Autumn Term.

## Reports, Assessments and Parents' Evenings

The teachers' assessment of your child's progress continues throughout the year and the teachers are always happy to discuss with you any queries that you may have.

Throughout their time at school, children are assessed against the expected standards for their year group. The levels that they achieve are reported to parents and intervention strategies are put in place when children are not reaching expected levels.

Parents will receive an annual written report on their child's progress for the academic year.

Open evenings are held during the Autumn and Spring Terms for parents of children in Year R - 6 to discuss their child's progress. Year 5 parents also meet with the Headteacher and class teacher in Term 6 to discuss their child's progress with regard to entry into secondary education.

There will be an opportunity during the year for children to show their





parents around the school and to meet informally with teachers at our "Open days" and "Book looks".

### What do all the numbers mean?

(this is additional information that we hope you will find useful when considering results)

Every National Curriculum subject has expected levels of performance for given ages of children. As such children can be either achieving (a), exceeding (x) or emerging towards (e) these expectations.

In addition, the NFER (National Foundation for Educational Research) tests are argued to show learning ability in two key areas - verbal and non-verbal. A score of 100 is the average score (and this score takes into account the age of the child). As in all tests, there is a certain amount of possible error, so the scores are indicative within  $\pm 7$  points. The average band would be between 93 and 107. These scores tend to show us a child's longer term potential.

Reading ages can also be measured in two ways. These are:-

- By your ability to 'decode' or read individual words
- By your ability to read words in a meaningful context

The two scores given are from the NFER and Salford tests (where given). The Salford test simply records reading in context to an age beyond 10 years and 6 months. A score of 10:06+ means that your child is above this level. Similarly the NFER test end at 14.00+. Most British newspapers have reading ages below this.

Assessment and testing is a complex business and a single score does not indicate either success or failure. If you are concerned about the levels or scores, school staff are always available to explain them in more detail.

Please praise your children for doing their best and remind them that only their very best effort is good enough. (assuming of course that it is their best effort!)

### What about selective education in Kent?

Kent maintains a system of selective (grammar) and non-selective (comprehensive) education at Secondary level. This is being extended by specialist' schools which offer scholarships or places in their 'specialist' areas (maths, science, music, ICT, sports etc)

Increasingly, within Year 5 at Primary School, children need to choose





the sort of secondary school they would like to attend. If they choose a 'selective' school they need to take (and attain a high enough standard in) a selection test (known as PESE - pupil entry to secondary education). At present there are intensive tests over a day at the start of Year 5 - these include aspects of verbal reasoning, non-verbal reasoning, comprehension and mathematics (plus a piece of unaided written work) that determine placement. The level at which attainment is deemed appropriate for selective places varies year by year but averages above a standardised score of 118-120 in each area.





# Academic Year 2015-2016

## Term dates

<http://services.kent.gov.uk/education-and-learning/schools-and-sixth-form/exam-and-term-dates/> is the Kent official site for term dates for the next 3 years

### Severe Weather Procedure

If the school has to be closed you will be informed by one of our parents who has kindly agreed to participate in our Cascade System of contact. This information will be in addition to the usual Radio Kent and Invicta Snowline broadcast given on such occasions. The cascade system does depend on an up-to-date phone number being available!

### Please let us know if your number changes

If at all possible, the school will remain open – The decision whether it is safe to travel to the site remains with parents. If a pupil is absent on a snowy day, the LA has asked us to mark them as “Absent due to weather” unless they could have reasonably been expected to walk to school.

**You will find a very active school diary at**  
**[www.eastling.kent.sch.uk](http://www.eastling.kent.sch.uk)**

Instructions are given on how to ‘adopt’ this into your own electronic calendar





## Complaints Procedure

We hasten to add that this section is a legal requirement for inclusion!

*We hope that our relationships will be of mutual benefit but recognise that sometimes misunderstandings and problems can occur. Do remember that we can only improve if you let us know what we are doing right and what needs to be improved!*

In the first instance any concern or complaint should be addressed to the class teacher or, if appropriate (eg a whole school issue rather than a class based one), the Headteacher.

If you feel that the matter has not been resolved you have the right to contact the governing body via the clerk to the Governors. The Governors will consider any complaints very carefully and then inform both school and home of their final decision.

The school has a full complaints policy available both in the office and on its web site [www.Eastling.kent.sch.uk](http://www.Eastling.kent.sch.uk)

### Core Information:

It is the responsibility of the school's governing body to publish the following pieces of information on the school website

<http://www.eastling.kent.sch.uk/downloads/CoreInfo.pdf>

Looking for something specific?

[Admissions](#)

[Information Commissioners Details \(ICO\)](#)

[Results](#)

[Finance](#)

[Services](#)

[Curriculum](#)

[Priorities](#)

[Sports money](#)

[Pupil Premium](#)

[Decision making](#)

[DEC certificate](#)

[School ethos](#)

[Policies](#)

[Accessibility audit](#)

[SEN details](#)

