



Willow Fields Community Primary School

Prospectus

At Willow Fields Community Primary School, we have an aspirational culture, where high expectations and self-motivation enable every individual to attain personal success, manage their health and well-being and take pride in their achievements.

We want our children to discover that learning is challenging, memorable, relevant and experiential. We will support them to develop a sense of awe and wonder at the beauty and mystery of the world and embrace opportunities to steer the direction of their own learning.

We want an exciting, skills-based curriculum which demonstrates the importance of enquiry, critical thinking and innovation, which equips our children for the future as resourceful, resilient, confident and responsible citizens in an ever-changing world.

Children are supported to develop their own moral code, respecting the beliefs and the culture of others, preparing them for citizenship in multi-cultural, modern Britain. We recognise the vital role of the family in the development of the whole child and know that children thrive when they feel safe, cherished and valued. We strive to create a strong, supportive relationship, in which school and family work hand in hand.

Forward

This brochure is designed to answer many of the questions that are asked by parents of children new to the school. Starting at a new school is an important event. It is hoped that this booklet, by explaining the policies, practices and procedures of the school, will help make the transition between home and school or between schools, easier for the child and family. The brochure is concerned with the policy of the school and its rules and regulations, and is designed to help parents/carers of all children admitted to the school.

The information in this brochure refers to the 2020 – 2021 school year. It is possible that changes could affect the things described within the document. Advance notification is given of any changes affecting children or parents.

Should further information be required about the school it will be willingly supplied by either the Headteacher, office staff or other staff members.

Thank you for taking an interest in our school. We hope you will find the following information useful.

Welcome to Willow Fields Community Primary School

On behalf of the governors, staff and children of Willow Fields Primary, we welcome you to our school and thank you for taking the time to look at what we offer for our children and our community.

At Willow Fields Primary we are dedicated to providing our children with an enriching education which motivates and enthuses each and every child to achieve their absolute very best. At the heart of everything we do is our desire to make sure that our children are happy, safe and caring young people who are able to develop life-long learning skills that will enable them to achieve their full potential. It is very important to us that we do this through working closely with our families. Supporting and listening to the needs of our families' means that we can work together as a team to support everyone involved in each child's journey. Our children know that they matter and that we care about them and in turn they care for each other.

Our teaching and learning is focused on developing engaged and active learners. The children are supported both in their learning behaviours, but also their pastoral needs. Children are encouraged to take responsibility for their own learning, with support from our staff team, to ensure that each and every child succeeds. We provide a broad and balanced curriculum and offer many opportunities to learn outside of the classroom.

Throughout our school day, including lunchtime and after school, children have available to them a range of music, drama, sporting and ICT opportunities. Children are encouraged to become young leaders through their involvement in the school council and PE leader's initiatives. We encourage all children to be aware of their rights but also their responsibilities and we have a focus on our children understanding the fundamental British Values that make them effective citizens in school, in the community but also within the wider world.

Behaviour amongst our pupils is good and we expect the very best of our children at all times. Children are supported to make the right choices and their own emotional and social needs are met through regular PSHE lessons and through the offer of sessions with a school counsellor. Children are supportive of one another and help their friends to make positive decisions and choices. All staff work together and support one another to ensure that all pupil's individual needs are effectively met.

We are proud of our school and our children. I consider myself to be blessed to be head teacher of our school community and I look forward to being a part of the lives of our children and our community as we continue to move forward. Our mission to ensure that our children inspire, believe, challenge and achieve means that our children are independent and resilient learners who are ready to engage with the next steps in their learning.

We hope you enjoy exploring this website and finding out about our school. If you would like a tour, please contact the office and arrange an appointment. I am always happy to show visitors the work undertaken in our school. We hope that you will always feel welcome in our school. If you have any queries or concerns you may wish to discuss, then please do not hesitate to contact myself or a member of our staff team.

Mrs Lindsay Robertson

SCHOOL INFORMATION

School address:

Willow Fields Community Primary School
Winslow Close
Wetherwack
Sunderland
Tyne and Wear
SR5 5RZ

Telephone Number: 0191 549 1509

Email address: office@willowfieldsprimary.org.uk

Website address: www.willowfieldscommunityprimary.org.uk

Pupils on roll: 166

Headteacher: Mrs Lindsay Robertson

Chair of Governors: Cllr Paul Stewart

Vice Chair of Governors: Mr Robert Brammer

School Hours: 8.50am to 3.15pm

School office hours: 8.30am to 4.30pm

Education Authority Address:

Together for Children
Civic Centre
Sunderland
SR2 7DN

Telephone: 0191 520 5560 (general enquiries)

Safeguarding

At Willow Fields Community Primary School, we take safeguarding very seriously and hope to ensure our pupils flourish and develop both socially and academically in a safe and secure environment. Through being clear and consistent in our teaching and ensuring the school environment is safe and conducive to learning, we can encourage all pupils to realise their potential with confidence and enthusiasm. School will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a pupil may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff follow SSCP (Sunderland Safeguarding Children Partnership), Child Protection procedures and will inform Together for Children Social Care of their concern.

We have 3 designated safeguarding personnel in school. They are-

Designated Person	Mrs Lindsay Robertson
Deputy Designated Person	Miss Elizabeth Mather Mrs Suzie Mason
Governor for Child Protection	Cllr Paul Stewart

About Our School

Willow Fields Community Primary School is situated on the northern outskirts of Sunderland overlooking rural countryside. It is a co-educational community primary day school for children of all abilities from 3 – 11 years of age. The school is not affiliated to any particular religious' denomination. Willow Fields Primary is moving site to a new-build school in the summer of 2021. Please see the New Build section of the website for further information.

The school holds the following accreditations:

- Ican Early Talk
- Woodland Trust Gold award
- Apple Teacher
- Stonewall School Champion
- Sunderland Anti-bullying Charter (Silver)
- Active Sunderland Gold
- National Healthy School Status,
- Investors in People (Gold),
- Gold Smoke Free School Award,
- Schools Financial Value Standard (SFVS)

Staffing and Responsibilities

Staffing Structure 2020-2021

Headteacher

L Robertson

(Designated Person, Appraisal, Curriculum & Assessment etc)

Assistant Headteacher & Year 6

W Dawson

(Key Stage 2 leader, SENDco, ICT, Maths, RSE, Support Staff Appraisal)

Mrs Wood

HLTA

SLT TLR & Year 1

A Kirkland

(English / PSHE / Placement co-ordinator, Parent partnerships)

Miss Holmes

TA

Business

Manager

Martin

Lawson

(EVC leader)

Office

Manager

M Phillips

Nursery

Teacher

S Beavis

(EYFS Leader, Ican & Art)

Reception

Teacher

K Hunter

(SENDco & English Lead, Trainee co-ordinator)

Yr 2 Teacher

S Mullen

(Acting KS1 leader /Science/ DT & STEM)

Yr 3 Teacher

N Bexley

(History and Geography)

Yr 4 teacher

Miss

Robinson

(RE)

Yr 5 teacher

Miss Nixon

(PSHE)

Miss Payne

TA

Miss Baxter

HLTA

Mrs Dixon

TA / 1-1

Mrs Wharton

TA

Miss

Thompson

HLTA

Mr Smith

HLTA / 1-1

Miss Hoyle

Teacher

(Careers and MFL)

Well-being and Family Worker

Miss Mather

(Deputy designated Person)

Mrs Mason

Teacher

(Pupil Premium / PE/ outdoor learning / Music)

Site Manager

Vinnie Graham

Lunchtime Supervisors

Vinnie Graham, J Letson, K Atkinson, L Noble

Kitchen Staff

Maxine Stark (cook) and Pauline Scott

Cleaners

Safri Harrison (supervisor), Carol Hackett, Kathleen Atkinson

*Miss Potelle covering Mrs Kirkland's maternity leave

Premises

The school was purpose built in 1968 and has been identified for a new build in 2020-2021. The current facility is a brick built single storey building comprising of eight classrooms, a music room, ICT suite, library and a multi-functional hall which doubles as a dining hall at lunchtime. There is also a community room which is used for a toddler group, a sewing group and family learning activities. There is a large tarmac playground, grassed playing field, safe surfaced trim trail, raised gardening beds, meadow area and a large outdoor area.

Security

The main entrance to the school comprises of a large reception area. All visitors must report to this area prior to admittance to the school. Visitors must sign in, wear a visitor's badge and be escorted to the person they are visiting. Visitors will be asked to provide identification to verify their identity.

The doors have a magnetic security locking system and all gates are secured during lesson time to ensure the safety of the pupil's and staff. School premises are covered by 24-hour CCTV surveillance.

If the children have appointments during school hours, then an adult must report to the school office and sign the child out.

Two members of staff are on duty at playtimes and the movement of pupils away from school in the evenings is monitored by the class teacher

The safety of your children is of the utmost importance to both you and to ourselves. All children in Foundation Stage and Key Stage 1 (Nursery, Reception, Year 1, Year 2 and Year 3 must be collected by a named adult. Children in Years 4, Year 5 and Year 6 can be collected by a named adult or walk home on their own but a signed consent slip must be completed and held in school. Children will not be allowed to go home with anyone under the age of 16.

Contact Details

It is very important that the school has up to date contact numbers as we operate a 'first day call' procedure if your child is absent and we also need to be able to contact you if your child is unwell at school. We also text important information regularly. Please ensure that the most up to date contact numbers are made available to school.

Visiting the School and Admissions

If after having read this prospectus you would like to know more, please contact the headteacher to make an appointment to visit the school on 5491509.

Our published admission numbers each year is 20.

To choose a school:

If you are choosing a primary school, we are always happy to meet possible new parents and children and provide a tour of the premises.

Names for the Nursery children are accepted from the child's second birthday. Children can join the nursery at the beginning of the school year in which they will be three. Places cannot be guaranteed, so early entry onto the school list is advised. There will also be intakes of nursery children in the spring and summer terms.

Children can join the reception class at the beginning of the school year in which they will be five.

Full details about school and nursery admissions are in the booklet 'Information for Parents', available free from the Children's Services, PO Box 101, Civic Centre, Sunderland, SR2 7DN. A reference copy is available at the school and at your local branch library.

Existing Parents:

If you are concerned about any aspect of your child's schooling, the first step is to speak to the class teacher. If it is a confidential or complex matter, please arrange an appointment with the appropriate member of staff. Most matters can be dealt with by your child's class teacher but some things may have to be referred to the Headteacher or other senior staff.

School Term Dates

Under the 1986 Education Act, children are required to be in school for 190 days each academic year. These are divided into three terms:

- Autumn Term – September to Christmas
- Spring Term – January to Easter
- Summer Term – April to July

Term Dates 2020 – 2021 – these can be found on the school website or a copy provided by the school office. They are also published on the council website.

Times

The school day for pupils is slightly different for different age groups. Full details are given below:

EYFS	8.50am to 11.50am Morning Nursery 12.15 to 3.00pm Afternoon Nursery If Nursery children stay for lunch they go home at 3.00pm
Key Stage 1 (5-7 years)	8.50am to 10.45am then break 11.00am to 12.00pm then lunch 1.00pm to 3.15pm
Key Stage 2 (8-11 years)	8.50am to 10.45am then break 11.00 am to 12.00pm then lunch 1.00pm to 3.15pm

Jewellery

Jewellery is unnecessary and earrings, bracelets or necklaces should not be worn to school. A small watch may be worn but this does not include the wearing of 'smart' watches. Please refer to our Jewellery Policy for more detail.

School Uniform

We do have a school uniform and it is recommended that children take a pride in wearing it. This has many advantages including that it invariably costs less than other garments. Uniform can be ordered online or via the school office.

In winter children should wear either grey skirts or trousers, white polo shirts and a red sweatshirt with the school logo.

In summer girls can wear any light gingham (red) dress and boys should wear grey shorts/trousers and a white polo shirt.

Physical Education is a statutory part of the curriculum and all children are expected to have the correct kit for P.E. lessons. Children need plimsolls or training shoes, black shorts and a red t-shirt. PE kit needs to remain in school all week in case it is required outside of lesson times.

Children should not come to school wearing unsuitable shoes - heels/flip-flops etc. are unsafe). Shoes should be sturdy and be suitable for all weathers.

The Headteacher has the right to prohibit the wearing of certain types of clothing or particular items which are deemed, on safety or other grounds, to be unsuitable for wear in school.

Bullying and Discriminatory Incidents

We take firm measures to ensure that all our pupils, staff and visitors to school can be sure that the school is safe and secure. The staff and governors have developed a wide range of procedures for reporting and dealing with bullying in all its forms. Information about our approach to bullying is available on request and the policy can be downloaded from the school website. A copy of our child-friendly anti-bullying policy is available from the office as well as our website. We expect the support of all parents in keeping the school safe and secure. Parents and children are expected to sign a Home-School Agreement at the beginning of each year. We are proud to be holders of the Sunderland Anti-bullying Charter Mark and are a Stonewall Champion school and will do all we can to eradicate bullying and discrimination in school.

Pastoral Care and Discipline

The school is keen to develop liaison with parents and we hope that pastoral care in school will be the result of mutual support between parents and staff. The ultimate responsibility for pastoral care rests with the Headteacher but all members of staff work together to promote caring, respectful relationships with children throughout the school.

Parent's evenings are arranged throughout the year so that parents can discuss the Child's progress with class teachers. Reports are also provided to parents at the end of each term – a summary report in December and April and a longer, more detailed report in July. Staff are available at the beginning and end of each day in the yards for informal discussions with parents and appointments can be made for additional meetings / telephone calls via the office. Parents of children with additional (SEND) needs will be invited to review meetings each academic year.

Parents are asked to participate actively in their child's learning program. This may take the form of participating in the daily home reading expectation and with the completion of homework tasks which are set weekly.

Disciplinary sanctions require the cooperation of parents and it is expected that full support will be given when misbehaviour is reported to parents. This aspect of support is highlighted within the Home-School Agreement. School rules are few but children are expected to operate within a framework of discipline, which takes account of mutual respect, consideration for others, good manners, acceptable speech and gradual achievement of self-discipline governed by common sense. School operates a gradual approach to behaviour. School will have a full time Well-being and Family support worker in 2020-2021 and she will be available to support families with any behaviour support questions or advice.

School Attendance

Regular attendance is crucial to each child's educational development and at Willow Fields Community Primary School we recognise our part in assisting parents to meet their legal obligations in this respect. We work closely with A Star Attendance and Support to provide parents with the support they need to ensure children attend school regularly.

If your child is unable to attend school because of ill-health or for any other reason, a phone call or explanation must be sent to the school office by 8.50am. Any child not accounted for by 9.00am the

office staff will endeavour to contact parents to make sure the child is safe and gather the reason that they are unable to attend. This ensures that parents and school know where children are at all times. If a child is absent for more than one day without any contact, the school will inform the attendance officer who will monitor and make contact. The attendance officer will make home visits where deemed necessary. In the case of children subject to child protection plans, the school will inform Together for Children. The attendance for Children who are Looked After (CLA) will be monitored by Welfare Call.

Holidays

Holidays within term time

Under Regulation 12 of the Education (Schools and Further Education) Regulations 1981, there is a discretionary power for leave to be granted for the purpose of an annual family holiday or an annual holiday during term time. In agreement, such permission is granted in accordance with arrangements made by the governing body of the school.

No holiday absence will be authorised during the school year.

No parent can demand leave of absence for the purpose of a holiday as a right. Parents who take their children out of school in term time may be subject to a fixed penalty notice being applied (currently £60 per parent per child).

Curriculum Information

At Willow Fields Primary School we have established, and are continuing to develop, a bespoke curriculum that meets the needs of individuals and groups of pupils whilst also meeting the requirements of the national curriculum. We provide our pupils with a broad, rich and balanced curriculum, which promotes the spiritual, moral, mental, cultural and physical development of pupils. The curriculum promotes British values, tolerance and respect for other faiths. It also helps the children to develop an understanding of democracy.

Our curriculum is planned to enable our pupils to gain a breadth of essential knowledge and understanding with skills being intertwined; thus enabling our pupils to be next stage ready- including meta-cognitive and social skills.

Our challenging and creative curriculum is designed to develop children as independent learners, to ensure that they are engaged and have a love for learning. Cross-curricular links are exploited to show pupils how skills and knowledge can continuously be transferred from subject to subject. Throughout the year visits, visitors and special events further enhance the curriculum.

We teach through a topic-based approach. Each half term each class chooses a topic which is explored in line with the interests of the children. The Key Stage Two topics can run for a full term.

To guarantee suitable coverage of national curriculum objectives we use curriculum opportunities, milestones and skills. They are monitored closely by subject leaders and this helps to provide continuity, progression and personalised learning experiences for children as they move through the school. Teaching uses a variety of strategies including whole class, collaborative group work, pairs and individuals. We place a strong focus on developing children's basic skills and on the development of those skills through a practical and an enquiry – based approach to learning.

We recognise that English, mathematics and science are fundamental to our pupils' education. Where possible these core subjects are linked to the creative curriculum themes. However essential discrete skills and knowledge, at times, will need to be taught and learnt.

Booster classes, specialist teaching and extra provision in a range of curriculum areas allow pupils to find their passion and extend their learning. Events for groups of pupils are regularly offered throughout the academic year. Details of weekly clubs can be found in the 'Clubs and 'Extra – curricular Activities' sections of this website.

Parent workshops, parent-pupil consultation evenings, productions, festivals, enterprise events, home-school reading books and homework are some ways that parents are encouraged to be involved in their pupils learning. Across the school homework, including spellings or phonics, is set weekly.

Phonics

The pupils in KS1 are taught Phonics from the Sounds~Write programme.

How we adapt the curriculum to meet the needs of individuals and groups of pupils

At the beginning of each year staff are required to make the curriculum bespoke to their class. This is initially influenced by whole school priorities for improvement, the result of data analysis and the outcomes of general monitoring. Thereafter, the curriculum is adapted as a result of on-going assessments, monitoring and half termly data analysis. Interventions and support are put into place for individuals and groups. Groups may include those who receive the Pupil Premium, target pupils, underachieving pupils or those who need emotional / behavioural support.

There is a recognised 'Early Years Foundation Stage' curriculum which is appropriate to both Nursery and Reception children. Where possible, staff also incorporate organisational aspects of the KS1 and 2 curriculum e.g. having a themed book etc. All planning and curriculum delivery in our EYFS is in line with these principles. The children in the Foundation Unit are provided with well-planned learning experiences to build on what parent will already have achieved and to establish a foundation for the future school curriculum. Teaching in EYFS covers all areas of the curriculum in school but in a way which is appropriate to the needs of very young children.

Religious Education will also be taught to the children following the SACRE agreed syllabus.

Please see the school website where you can see all of our curriculum documents

Relationships and Sex Education

The content of our relationship and sex education Curriculum has been draw up in accordance with national guidelines and has been approved by the School Governors. Relationship and sex education is part of the PSHE area of learning as well as our science curriculum. We hope to create a climate in which children feel able to ask questions and to have those answered by their teachers in a frank but appropriate way.

All parents have a right to withdraw their child from **some** parts of the relationship and sex education which are covered. If you want to withdraw your child from this area of school life, please read the Relationships and Sex Education policy on the website and speak to Mr Dawson (assistant Headteacher) or Mrs Robertson (Headteacher).

Special Educational Needs (SEND)

At all stages of a child's education we attempt to cater for their needs within the setting of a primary classroom. All classes throughout the school are for children of mixed ability and a variety of learning strategies are employed to ensure that the needs of all children are being met. We work alongside multiple agencies to ensure children who have additional needs have their needs assessed and any advice provided transferred into classroom practice.

The progress of all children is carefully monitored and personalised provision plans are created to map out the unique provision required and to track the child's progress. We map out all provision using Together for Children's SEND Ranges.

The school has two Special Educational Needs Co-ordinators (SENCO's) who have responsibility for special educational needs provision within the school. However, sometimes a child may have a problem so specific that parents or teachers feel that specialist help is needed. Decisions to bring in specialist help are only taken after full consultation with parents. Parents will be asked to come into school to discuss issues arising and to review their child's progress.

We try and meet the needs of all children within the setting of the school and believe that this is best done by the family and school working together to achieve the best possible education for the child.

More Able Gifted and Talented

At Willow Fields Community Primary School, we value every child and feel that it is important to foster a culture in which effort, achievement and success is rewarded. Our provision for the very able is built on an integrated and inclusive approach. Teachers are committed to ensuring that all pupils receive an education that will enable them to develop their full potential and challenge is integral to all lessons.

All children will have the opportunity to develop their potential to the full, take part in lessons and activities appropriate to their age and ability that stimulate interest, challenge, inform and extend

them, access good quality resources and materials and take part in activities that extend beyond the curriculum, including clubs, competitions, visits and pastoral care.

People and Disabilities

Willow Fields Community Primary School is committed to promoting equality of opportunity for people with disabilities. This means that we will take account of the needs of people with disabilities as an integral part of our policies, practices and procedures. We will have due regard of the following general duties in all that we do:

- Promote Equality of opportunity between people with disabilities and the people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995.
- Eliminate disability related harassment.
- Promote positive attitudes towards people with disabilities.
- Encourage participation by people with disabilities in public life.
- Take steps to meet people with disability needs, even if this requires more favourable treatment.

The school's Accessibility Plan gives details of the principles for improving accessibility; this is available on our website.

Homework

The school has a Homework Policy. Its aims are:

- That children should have planned and regular opportunities to consolidate and/or extend their learning at home.
- That language and mathematical development should be maximised by meaningful interactions with adults at home.
- That reading development should be the joint commitment of home and school, with the form, pace and focus identified by the teacher.

A copy of this policy is available on the school website or through the school office.

The Government insists that all children are set and complete homework each week.

Home School Agreement

A Home School Agreement form is included as part of your information pack and parents/carers are asked to complete this prior to your child starting our school. This is to enable us to have a formal agreement to work in partnership for the benefit of the children in our care.

Extra-Curricular Activities

The extra-curricular activities in school are many and varied. Under normal circumstances clubs and activities take place at lunchtime and after school. The range of activities is determined by the interests of both staff and children. Children and parents will be fully informed of the choices available. Wherever possible, these activities will be free of charge to parents however at times we may advertise a club for which payment is required.

We place a huge emphasis on outdoor learning and have a large number of educational visits each year – including a residential visit to an outdoor activity centre. The charges for these visits to cover transport and entrance charges are calculated per trip. Parents/carers will be given plenty of notice and costs will be kept to a minimum.

We have a forest school teacher who visits school each week. Children in each class will receive a half term of forest school teaching each year.

We also have a number of peripatetic music teachers who visit school each week to teach various musical instruments including drums and guitar. School pays for the cost of these lessons as part of our wider curriculum offer.

Our school library is open children to browse the books to read and take home to share with family members. We ask that these books are treated respectfully and are returned to school in the same condition that they left.

The school has strong links with local universities and sport coaches who come into school at regular intervals to work alongside the children.

Sporting Provision

We currently have a football team and a netball team. They play in the Sunderland school leagues. All classes have rugby coaching each year. Children in EYFS have weekly dance lessons with the Foundation of Light. Year 4 go swimming each week at Sunderland Aquatic Centre and children participate in various competitions and festivals across the year including the Dance Festival and Skipping Festivals.

The school also has a Basketball court which children use during non-lesson times and where coaching is sometimes secured.

The school has been awarded the 'National Health School Status' and the Gold Active Sunderland Schools Award for 2018-19 and 2019-20.

Breakfast Club

We have a very successful breakfast club which is held every day. This is sponsored by Greggs. This is held in the school hall from 8.00am until 8.40am. A variety of breakfast items are served daily free of charge and the children also have the opportunity to socialise and play with their peers before the start of the school day. A copy of our Breakfast Club Charter can be found on our website.

Assemblies

Assemblies are held on a Monday, Thursday and Friday. An achievement assembly is held each Friday where all members of staff are asked to nominate children who deserve special recognition for something they have achieved that week. Each teacher nominates one child and all other members of staff nominate a child to receive a certificate. The parents of those children nominated are invited to share their child's success.

Medical Matters

Prescribed medication can only be administered in school by an appointed person. This person is the identified person who administers and/or manages medication in school. All children with medical needs and/or conditions must see the appointed person to sign a consent form and complete a care plan. Medicines must be prescribed by a doctor and dispensed with a label by a registered pharmacist.

Children on residential visits with medication must have completed a care plan with the appointed person in school prior to the visit.

Lunchtime Arrangements

Pupils must stay on the premises for lunch. Those who wish to stay for a school lunch must pay in advance on the first day of the school week for a choice of either hot or cold prepared lunches (a menu is available to view in advance). Children can only change their lunchtime arrangements with prior consent from the Headteacher. We will of course try and help with any unexpected emergencies or where an allergy develops and needs to be managed. Parents of children with diagnosed dietary needs will be invited into school to a meeting with the care plan manager and the school cook to develop a menu plan for the child and to fully discuss allergies and needs.

All children in the Foundation Unit and Key Stage 1 are given a piece of fruit each day.

Families who are in receipt of Universal Credit are entitled to free school meals. Application forms are available online from the Sunderland Council Website.

Children eat their lunch in the school hall on long tables. After lunch there are structured sports activities, organised football, use of the trim trail, traversing wall and basketball facilities. There are also areas where the children can relax and enjoy the outdoor environment and a large field.

School Health and Nursing

In conjunction with Sunderland Health Authority a School Nurse has been allocated to the school to carry out routine health inspections and care. The School Nurse is available by appointment to meet with any parent having a health inquiry or a problem. The School Nurse can be contacted via the school office on 0191 5491509.

Parents / Carers

We value parent's/carers views and have regular parent/carer review evenings where we can share your child's progress and targets. There are lots of opportunities throughout the year when parents/carers are invited into school to see the work of the children. For some aspects of our work in school we require parents to form a panel so provide us with their views. These opportunities will be advertised on Facebook and via text.

Community Links

The school has a well-equipped Community Room, which is available for parents and other small groups to use through prior arrangement with the office and the caretaker. At present there is a thriving toddler group which is held twice weekly, a Bingo group and a sewing group. A number of family learning activities are held throughout the year. We have a toilet suitable for people with disabilities within this space.

Partnerships

We have various partnerships with different groups in the area. These include Sunderland University, local schools, the Salvation Army, Together for Children and a number of Health and Safety professionals who regularly come into school to share their work with the children.

Charging Policy

By law, no state school can make charges for:

- Education wholly or mainly within school hours.
- Materials and ingredients for things made in school which pupils or parents do not want to keep.
- Visits in or outside school hours which are necessary for an examination.

Charges may be made for the following:

- Individual music tuition which is not part of the syllabus for an examination.
- Certain excursions where a third party is involved.

- Board and lodging where a school activity involves a residential element.
- The exact cost of 'optional extras' i.e. things not connected directly with the national curriculum.

The school governors have decided that, in general, charges will only ever be made for a school activity if it is the only way to guarantee the event takes place. This is most likely to apply to some visits and excursions. We will always inform parents at the outset and in a timely manner and try to assist parents who would have genuine difficulty in paying. Please see our charges and remissions policy on the website.

Complaints

We hope to be able to resolve any complaints that parents may have. In the first instance complaints should normally be made to the Headteacher and in most cases we find that complaints can be dealt with successfully at this informal level. However, there are two formal routes that you can use if you wish to take the matter further. Please see our complaints policy on the website for further details.

Assessments

During May all pupils in Year 6 in England sit Standard Assessment Tests (SATs) in English (Reading paper and spelling, grammar and punctuation paper) and Mathematics.

During the same period pupils in all other year groups (except EYFS) complete age appropriate NFER assessments. This assessment information is used in school to inform teachers so that they can plan appropriate lessons and interventions for the children.

The results of these tests help to show how much progress pupils have made and will also inform on the standards at Willow Fields Community Primary School.

Year 1 children will also complete a phonics test.

Children in each class are assessed throughout the year and their progress monitored.

Freedom of Information

One of the aims of the Freedom of Information Act 2000 is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

Our publication scheme guides you to information which we currently publish (or have recently published) or which we will publish in the future.

If you require any further information regarding Willow Fields Community Primary School Publication Scheme, or any documentation contained therein, please contact the school office.

Disclaimer

This information is, as required by Section 8 of the Education Act 1980 as amended by regulations made under section 22 of the Education Reform Act 1988, published in accordance with the provisions of the education (School Information Regulations 1981 and the various Education Information Regulations of 1989.

The information in this brochure relates to the 2020 / 2021 school year commencing at the beginning of September 2020 and the particulars which it contains were correct, in relation to that year, as at 1st September 2020. It must not be assumed that there will be no changes affecting the relevant arrangements or certain matters before the start of, or during the 2020 / 2021 school year or in respect of subsequent school years arising, for example, from government legislation.