



Welcome to  
Polegate School



**Polegate**  
SCHOOL

Learning without Limits



# Welcome to Polegate School



No doubt you have our prospectus as your child is about to start school in September. We are thrilled that you are considering Polegate School. It is a daunting decision to make and I hope this prospectus makes your decision a little easier! You need to decide if Polegate School is the right school for you and your child. The quality of children's early school experiences has a powerful effect on their learning and development, well into later schooling and beyond.

A good starting point to consider is whether you can relate to and support the school's vision. Ours is simply:

**Learning  
without  
Limits**

The shared aim is to provide an outstanding education for children of all abilities. Every opportunity is offered to inspire children in their learning. We want every child to exceed expectations and actively encourage and expect close co-operation between home and school.

Polegate School is a very happy and welcoming school with a staff team that is fantastic - nurturing and inspirational. We want to provide the best learning experience possible. Whilst we are immensely proud of our school we are not complacent as we continually look for ways to improve.

A handwritten signature in green ink, reading 'Claire Martin-O'Donoghue'.

**Claire Martin-O'Donoghue**  
Headteacher



# Contents

Headteachers Welcome	02	Physical Education	15
Behaviour	06	Health Education	15
Ofsted	06	Extra Curricular Activities	16
Communication with parents	07	Homework	17
Attendance	07	Breakfast Club	17
Curriculum	08	After School Club	17
Literacy	09	School Uniform	18
Maths	10	The times of the school day	18
Science	10	Charging & remission Policy	18
Computing	11	Complaints Procedure	19
RE	12	Inclusion	20
History	12	Special Educational Needs	20
Geography	13	Child Protection	20
Music	13	Gifted & Talented	21
Art	14	Early morning Intervention	21
Design Technology	14	Reading Recovery	21
French	14	Links with Secondary School	22







## Behaviour

Our Behaviour Code, 'Golden Rules', agreed with the children is also an important factor in our success; it applies to adults as well as to children. The aim of the behaviour code is to keep everyone safe and happy within a calm environment. All incidents of bullying are dealt with promptly when they are reported.

### Polegate School's Golden Rules

- Be gentle and treat people with respect
- Be kind and helpful
- Work hard
- Look after property, treat all property and buildings with respect
- Listen carefully
- Be honest: tell the truth

Children are challenged, nurtured and taught to have respect for themselves and one another and a thirst for learning and desire to succeed. Children's achievements are greatly valued and celebrated enabling children to flourish.

## Ofsted

Our last Ofsted was in May 2014 when we were judged to be outstanding in two out of the four aspects assessed.

The school received the highest grading in the behaviour of pupils and leadership and management categories. We were rated as good in the quality of teaching and achievement of pupils. This gave us an overall grading of good. We are delighted with this outcome.

'Teaching is consistently good and improving further. Senior leaders hold high expectations of all staff, and provide a strong, clear vision of what should happen in each lesson.'

The full report is available on our school website ([www.polegateschool.co.uk](http://www.polegateschool.co.uk)).

We are eagerly awaiting our next Ofsted. Our aspiration is to achieve the Ofsted outstanding grade. However we are aiming for exceptional!

**'The leadership of the headteacher and senior leaders is outstanding because they have tackled the substantial issues that faced the school and rapidly brought about impressive improvements.'**

Ofsted 2014



[www.polegateschool.co.uk](http://www.polegateschool.co.uk)

## Communication with parents

We attach great importance on early and positive communication between staff and parents. We see an effective home/school partnership as being essential to a successful education. It has a direct relationship to the amount of progress a child makes. As far as possible we operate an 'open door' policy.

At the beginning of each term each class teacher sends out a class letter to parents to give them advance notice of the term's activities.

There are regular opportunities to come into school and celebrate your child's success.

Every term you will receive a report on your child's progress which highlights their strengths and any areas to develop. A more detailed written report is sent to parents at the end of the academic year. At informal and formal open evenings parents have the opportunity to see their children's work and discuss it with the class teacher. Formal Parent Consultation evenings are held three times a year.

We hope this enables parents to be actively involved in their children's education.

In addition a home/school file is sent home termly which allows parents to comment on achievements out of school, their child's progress in school and an additional way to communicate with the class teacher. Should there be concern over an individual child's progress we would invite the parents to come and discuss the situation without delay. Parents are welcome to contact the school at any time to arrange a meeting with the Headteacher or with the class teacher. Informal contact is possible preferably after school.

Teachers also update the virtual learning environment with information and resources. The virtual learning environment is accessible through the internet [www.polegate.esussex.dbprimary.com](http://www.polegate.esussex.dbprimary.com) and allows our pupils to instant message each other in a safe environment, complete homework, quizzes online and access resources that support them.

Parents' newsletters are issued regularly. A flourishing and well supported Parents & Friends Association meets regularly and organises educational interest evenings as well as social and fund-raising events. Parents are fully represented on the school's Governing Body. Parents are

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positively encouraged to participate in school activities, and Polegate has a strong tradition of parental involvement. We receive considerable help both on a regular and occasional basis with a wide variety of activities.

We seek the views of parents in a variety of ways and want to build a genuine partnership. We carry out an annual questionnaire and also have termly meetings with parent members of the 'Think Tank.' *These are representative parents from across the school and we consult these parents on a range of school initiatives.*

## Attendance

We do our utmost to encourage punctuality and good attendance. Lateness can be extremely disruptive to the daily class routine and, while we are sympathetic to the unexpected, isolated incident, persistent late-coming is not tolerated. Where an individual pupil's attendance causes concern appropriate action, which may involve the Education Welfare Officer, is taken quickly. We do not authorise holidays in term time.

**'Above average rates of attendance and pupils' smiling faces show how much they enjoy learning'**

Ofsted





# Curriculum

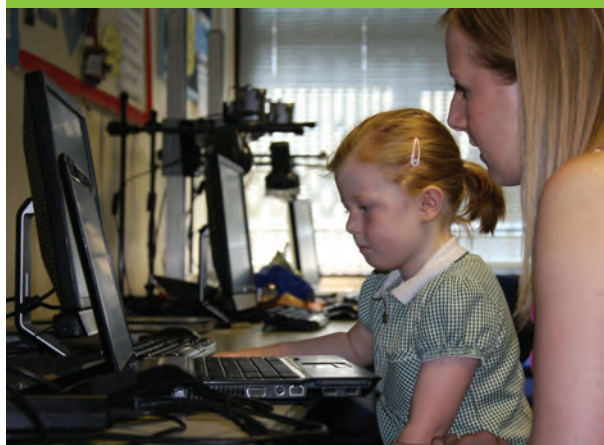
'Pupils enjoy the recently revised curriculum very much, cooperate with each other well and learn quickly,'  
Ofsted

We have a dynamic curriculum which aims to make learning irresistible to all children.

At Polegate School we are committed to providing a curriculum which is balanced and broadly based; promotes the spiritual, moral, cultural, mental and physical development of pupils at school and prepares pupils for the opportunities, responsibilities and experiences of adult life. We totally support the national drive to raise educational standards and see the development of Literacy and Numeracy if possible within a cross curricular context as our priorities. At the same time we place tremendous importance on cross curricular strands which make a major contribution to the development of the whole child. The curriculum we offer greatly exceeds that required by law and we are proud to offer high quality French, Health and Sex Education, Environmental Education, Safety Education and Personal and Social Education.

'Teachers form good relationships with the pupils and make good use of ICT and a range of activities to support learning. As a result, pupils enjoy taking part in lessons. The curriculum is taught through interesting topics, and literacy and ICT are used well to support learning in other subjects.'

Ofsted



Information Communication Technology is expanding rapidly and is taught as a subject in its own right and across the curriculum. The school has excellent facilities for ICT and we are excited by the potential offered by technology and use it to benefit the whole curriculum.

'Our aim is to make learning irresistible for all children at Polegate School. We want pupils to develop a lifelong love of learning, enquiring minds and a creative approach to solving problems.'

We strongly believe the integrated, cross curricular approach (called Deep Learning) gives more relevance, meaning and interest to each child's learning. Our curriculum is inspiring and takes each child on a journey comprising of a stunning start, marvellous middle and ending with a fabulous finish! These are wide ranging and pupils could expect to return for the start of a new term to find their classroom has been transformed into anything from a ship, an Egyptian tomb or a Victorian home. They may be evacuated as a year 6 child and find themselves experiencing what it would have been like in an underground shelter during an overnight stay. The fabulous finish could be a medieval banquet where they finally meet the princess they have been searching for. For more examples of the opportunities we provide within this new curriculum please take a look at our website.

# Literacy

The school places a strong emphasis on the development of English Language and Literacy skills. It is essential that pupils develop the capability to communicate effectively in speech and writing and to listen with understanding. It is also essential for children to develop their reading skills to become enthusiastic and knowledgeable readers who will read for pleasure and be capable of extending their knowledge through reference books, computers and other resources.

We aim to create positive attitudes towards reading and writing skills in a relaxed but structured setting and place great emphasis on the involvement of parents in this process. This Home-School partnership, where reading and writing is seen as an enjoyable and shared experience, creates an ideal environment for skill development.

Children are provided with Reading Records to ensure communication between school and home.

Literacy skills are transferred across the curriculum. Real life writing tasks are used to motivate children. A 'Big' writing session is held each week throughout the school. In these sessions children revise key areas for their writing and have an opportunity to complete an extended writing task. A guided reading session is run daily also to ensure children can practise and investigate reading frequently.

Children are encouraged to use the excellent School Library and older children also visit Polegate Library on a regular basis. The basic skills associated with self-expression, both oral and written, are considered essential.

Children are given many opportunities to explore this through the use of drama. Self-confidence is further developed through regular class assemblies to which parents are invited. Structured play is encouraged at times in the Infant Department to develop communication skills, imagination and social interaction. The school teaches the Nelson style of handwriting and places emphasis on good handwriting and sound punctuation and spelling.

ICT is used to support the teaching of Literacy through the school. This ranges from using spelling software to using video cameras to film pieces of drama; making animated films and both planning scripts and communicating on our own radio station!

'An interesting curriculum and the good use of information and communication technology (ICT) ensure pupils are keen to learn at this good school. Two parents spoke for others by saying, 'Learning with topics makes school more fun and interesting' and 'The deep learning experience lights up the whole school.' Above average rates of attendance and pupils' smiling faces show how much they enjoy learning.'

Ofsted



# Maths

Mathematics is seen within the school as providing a way of looking at and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real-life problems. Learning skills, such as adding numbers, are important and are taught and learned in a meaningful and purposeful context.

Pupils are encouraged to develop their range of skills, make sensible decisions about how to tackle calculations and be confident in the use of their methods. Mental methods are the basis upon which all standard and non-standard written methods are built, and they underpin a wide range of approaches to calculating. Paper and pencil methods – also encompassing a wide range of formal and informal techniques and approaches – follow the development of appropriate mental processes. In years 5 and 6 calculators provide powerful and versatile tools for pupils to use in both the development of their understanding of numbers and for doing calculations, and are established items of equipment within the school.

All of our classes have interactive whiteboards and data projectors with an increasing amount of interactive software available to teach and support key mathematical objectives.

Computers and the Interactive Whiteboard are used to extend the pupils' understanding of number, algebra, measures, shape and space, and as a useful tool for handling data. A wealth of resources are also used to support the children's learning including number cards, number fans, numicom, beadstrings, counting apparatus and place value cards.

Whenever appropriate we provide mathematical experiences in a cross-curricular context based on an investigative approach. We use carefully selected published resources to support our own topic materials.



# Science

Science is planned according to the National Curriculum programmes of study and may be organised as part of a cross-curricular theme. Emphasis is given to using and applying scientific concepts and methods in practical, real-life situations. Activities are designed to encourage pupils to observe, plan, hypothesise, predict, investigate, interpret, infer and communicate.



The school has an active Eco-group and a flourishing Recycling facility.

## We have achieved Eco School Status

We have an environmental area with an extensive wild garden, a large pond, a bird observation area, and each class has its own raised bed. We have an orchard of 25 mixed fruit trees. This supports both the Science and Health Education Curriculum.



[www.polegateschool.co.uk](http://www.polegateschool.co.uk)

# Computing

The development of computing in school is continuously evolving. We believe that pupils at Polegate School must be able to recognise and adapt to a society, which is served by an ever increasing range of computing related processes.

Polegate School is very well equipped. Pupils have access to an animation suite with video cameras, lighting and animation software, Apple Mac computers and i pads. There is also a bank of computers. Every class in the school has an interactive whiteboard and data projector. Pupils are encouraged to make creative and innovative use of computing to extend their capabilities through using digital cameras, scanners, digi blue cameras and a variety of models such as lego robolab. Each class has screened access to the internet and a range of CD Roms installed for regular use.

We encourage pupils to make informed choices about when, and when not, to employ computing in their work both in school and at home. We have developed a virtual learning environment to promote pupils learning outside school. They can access this at any time of the day and complete a range of online tasks, access resources and it allows them to communicate directly with class teacher, other pupils and school.

This year we have just invested in a professional radio workstation to allow pupils to broadcast daily at lunchtime throughout the school and over the internet. We believe this will encourage essential life skills such as confidence, organisation, literacy among others in a real life context. Pupils will gain an understanding of skills which are needed in the media industry.



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The computing curriculum is well planned to enable all pupils to develop their computing capabilities through high quality experiences across the whole curriculum. Specific computing skills will be delivered throughout the week as part of computing lessons.

In 2009 we were awarded the prestigious ICT mark following extensive external assessment. The award recognises our positive approach to computing and the benefits it is bringing to the children in school. Computing is used innovatively across the curriculum.

Technical support is provided by specialist staff. We also offer opportunities for families to develop their computing skills.

' Teachers form good relationships with the pupils and make good use of computing and a range of activities to support learning. As a result, pupils enjoy taking part in lessons.

The curriculum is taught through interesting topics, and literacy and computing are used well to support learning in other subjects.'

Ofsted





# RE

In Reception we start R.E by reflecting in awe and wonder at our environment. We then move to schemes of work which include Christianity and Judaism to broaden out and encompass all major faiths represented in the United Kingdom by the end of Year 6. We aim to accommodate the diverse backgrounds from which our children are drawn. R.E includes Moral, Multicultural and Spiritual Education.

Assemblies are held daily and are based on weekly themes following sound educational principles. Parents have the right to withdraw their children from taking part in either Religious Education lessons or the daily Act of Worship, but both are carefully structured to enable as many children as possible to be involved in this important area of the curriculum. We place tremendous importance on the aspects of the curriculum which contribute to the spiritual, cultural, moral and social development of our pupils.

‘Pupils’ ability to take responsibility is excellent and they are very proud of the part they play in improving their school by being buddies or play leaders. They have a clear understanding of the importance of good personal values and show sensitivity towards cultural diversity’

Ofsted



# History

At Polegate we believe that the study of history is a vitally important part of children’s overall education. History is concerned with real people, events, objects and places and their existence in time from yesterday to thousands of years ago.

We believe that good history teaching and learning gives children the opportunity to gather information, analyse it and take into account the often uncertain nature of history before they interpret it. Children should be encouraged to take an informed but questioning view of the past.

The study of history will contribute to children developing appropriate values and attitudes in a changing society. Studying the past will help children to understand their place in the present and how they can help to shape the future. At Polegate School children find the study of history interesting, exciting and enjoyable.

We believe passionately in giving children first hand experiences. This ranges from being a History Detective to the whole school working with 10 Archaeologists to reconstruct an Iron Age Roundhouse as part of an Arts Festival.



[www.polegateschool.co.uk](http://www.polegateschool.co.uk)

# Geography

Geography is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.

Geography stimulates curiosity and imagination and we aim to build upon the child’s “personal geography” by developing geographical skills, understanding and knowledge through studying places and themes. We encourage children to learn through experience and we value fieldwork as an integral part of the Geography Curriculum. There are many opportunities for children to take part in local and residential trips.

At Polegate children learn about their own immediate environment and the people who live there. They explore similarities and differences to a contrasting locality in the UK and an overseas country, developing an awareness of the wider world. Children also learn about weather patterns and conditions and environmental change.

## Global Citizenship

Polegate School’s global citizenship policy states that it is vitally important to:

- Raise children’s awareness of the wider world and their own place in it
- Enable children to celebrate and respect differences and similarities between people and ways of life
- Explore issues which affect our world
- Identify opportunities for taking action to make the world a better and fairer place
- Create a sense of wonder and excitement about the world in which we live
- Enable children to see themselves as global citizens who can make a difference to the world

We have an International School Award for the global aspect of our curriculum.

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# Music

The school provides all the children with a variety of musical experiences relating to performing, composing, listening and appraising. Emphasis is placed on first-hand musical experiences which are absorbing and challenging and the school has a wide range of percussion instruments (both tuned and non-tuned) plus electronic keyboards and software that allows children to compose their own music. Children learn to compose and perform their own music in individual, group and class situations. They also listen and respond to a variety of music from different times and cultures through singing, movement, dance and discussion.

From Year 4 children have the opportunity to play the recorder and then progress to learning the clarinet in Year 5. Additional lessons are available for violin and guitar. Infant children are given the opportunity to join the infant choir and to perform in assemblies. Junior children are given the opportunity to join the School Choir and Recorder Club who perform at school and local festivals and concerts. There are also opportunities to entertain in the community such as by visiting Old People’s Homes.

The school works closely with the East Sussex Music Service in providing challenging and enriching musical opportunities.

All of our children experience the thrill of performing to 1200+ people at the Congress Theatre. Our school Choir also perform at the O2 in London as part of Young Voices.





# Art

Art is a subject we are very proud of in our school. We have been awarded Artsmark Gold four times and have held this since 2002. In 2009 we were given a special award by the Arts Council in recognition of our outstanding contribution to the Arts.

Our aim is for children to enjoy Art & Design through developing increased confidence and control over the processes involved. The infants are introduced to a range of creative activity using two and three dimensional media. Pupils are allowed and encouraged to explore and experiment with a wide variety of tools, equipment and materials. They will gain experience of drawing; painting; weaving; thread and fabric work; 3D work including clay; printmaking and collage work.

Art & Design produced by the school has been selected and displayed in exhibitions to show the quality of work carried out by schools within East Sussex. In our previous inspection Art & Design was highlighted as a strength of the school. Extra curricular art clubs are provided for infants, lower juniors and upper juniors and these sessions are very popular with the children. The standard of art throughout the school is extremely high. We display Art work in many professional galleries.



# Design Technology

In this area pupils relate what they learn from studying natural and man made objects to their own designing and making. We aim to give pupils the confidence and competence to identify, examine and solve practical problems using a variety of approaches, materials and methods. Where possible work is set in real contexts. We often work with local businesses and have been actively involved in Young Engineers and Enterprise Schemes. We are a past recipient of an "excellence in partnerships" award for our strong links with local industries.

# French

We provide weekly French lessons for all children in Years 3 - 6 with the emphasis being on language for communication. This is continued at Willingdon Secondary.



[www.polegateschool.co.uk](http://www.polegateschool.co.uk)

# Physical Education

In P.E we aim to develop physical co-ordination and competence; promote the physical and psychological benefits or participation in aerobic activity whilst at school and throughout life; develop artistic and aesthetic appreciation within and through movement; help children develop socially through competition and co-operation with other individuals and groups; promote positive attitudes towards health and physical fitness and an understanding of the biological aspects of the body in relation to fitness and well-being; and provide equal opportunities for all pupils to reach their full potential.

We are fortunate at Polegate School to have a large indoor hall, 2 playgrounds, a large playing field and our own swimming pool. We are able to provide high level tuition in gymnastics, dance, games, athletics, swimming and outdoor pursuits and enjoy a correspondingly high level of success in inter-school competitions and tournaments.



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# Health Education

The curriculum includes basic Health Education and 'Group' or 'Circle time' where related topics are dealt with in an atmosphere of honesty, at an appropriate level to the child's understanding but without emotional overtones. Much of the Sex Education occurs naturally as part of a topic such as Growth or incidentally through observation of animals at school. We also have policies for Sex and Relationship Education and Drug Education and these detail the formal planned curriculum to be followed throughout the school. We have a Personal, Social and Health Education and Citizenship Policy and a comprehensive Scheme of Work which allows for the development of concepts from the reception class through to Year 6.

The values of family life are stressed and external agents such as the School Nurse are fully involved.

Parents are always fully informed and consulted over the content of more formal Sex Education lessons and the materials and resources which we use are made available to parents before they are presented to the children. We believe it is vital to work in partnership with parents, especially when tackling issues of a sensitive nature. Parents have the right to withdraw their children from formal Sex Education lessons but we would hope that parents wishing to send their child to this school would fully identify with and support the curriculum we offer.

**We have been a National Healthy School since June 2006.**





# Extra Curricular Activities

At Polegate School we provide opportunities for children to take part in extra curricular clubs – otherwise known as study support.

‘Study Support is learning activity outside normal lessons which young people take part voluntarily Study Support embraces many activities – with many different names and guises. Its purpose is to improve young people’s motivation, build their self-esteem and help them to become effective learners. Above all it aims to raise Achievement.’

Study support activities such as breakfast clubs, after-school and holiday activities all offer opportunities for children to pursue wider interests, develop new skills and access extra help, where needed. ‘Study support’ describes the very wide range of activities and opportunities offered by schools around their ‘normal’ day, which may take place at school, or elsewhere, enhancing and enriching children’s experience and contributing to their higher attainment.



Polegate School has received the Quality in Study Support Award. This national award recognises good practice and illustrates aspects of well-run study support in which a visitor would expect to find clarity of purpose and good planning and provision.

Children are encouraged to participate in organised activities during lunchtimes and after school. The actual clubs vary from time to time but recently there have been clubs for dance, drama, art, choir, bird watching, cycling proficiency, recorders, swimming, tennis, knitting, animation, cookery, football, netball, chess, cricket and other summer sports, as well as English and Maths clubs and a Homework Club.

We treat the playground as part of the Learning Environment and to this end provide supervised activities – often organised by the children themselves – during the lunchbreak. The children, through the School Council, regularly suggests ways of improving breaktimes. We have introduced playground zones as well as indoor Games and Chill zones: the Computer Suite and Library are also open at lunch times and before and after school.

We have a tradition of taking groups of pupils on educationally orientated day visits. In addition, different residential centres are used for extended environmental and historical studies or outdoor pursuits primarily for the Upper Junior children.

We consider such field trips to be an essential part of the curriculum we offer – providing the highest quality learning and social experiences. We trust that parents choosing to send their child to this school will take full advantage of such opportunities when they are offered and be prepared to support such ventures through voluntary financial contributions.

‘Pupils enjoy the good range of additional activities, including clubs, visits and visitors. There are very good opportunities for pupils to learn about healthy lifestyles, demonstrating why the school has the Healthy School award.’

Ofsted

[www.polegateschool.co.uk](http://www.polegateschool.co.uk)

# Homework

There is much evidence to support the view that children who are given regular homework make greater progress than those who are not. To this end, we believe that carefully structured homework, encouraged in a positive way, can be extremely beneficial. It can encourage a more positive use of children’s leisure time; generates positive attitudes towards school; actively involves parents in their children’s learning; develops research techniques and encourages the use of libraries and visits to places of interest. Consideration is given to the age, aptitude and ability of pupils, together with competing demands on their time, when setting homework. A homework club is available to support children who find it hard to complete work at home. Within their learning journeys children are given “take away” tasks from an extensive menu. From time to time we set “Family Challenges” to allow all family members to work on a specific project together.

Over recent years we have developed a virtual learning environment on line. As one parent put it:

“It has revolutionised homework”



‘Pupils are cared for, guided and supported well, including in the breakfast club, enabling them to feel safe and to stay safe.

They know that any worries will be dealt with quickly. The school has innovative arrangements to ease the pupils’ transfer to secondary school, with a shared coordinator working between the schools.’

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# Breakfast Club

Our very popular Rise and Shine breakfast club is open 5 days a week, Monday to Friday in the Studio within the school grounds. It is open from 7.30am each morning. It provides a safe, supervised place for pupils to go to in the morning before the school day. All ages attend from Reception to Year 6.

- It provides a breakfast meal to support good nutrition and health. Pupils have the choice to try a wide variety of food and this is often changed on a daily basis.
- It provides a range of informal activities, creative opportunities and things to do that support learning and skills development. During the summer children use the school pool for an early morning swim and we have provided professional football training and Hip Hop dance workshops all before school starts. Teachers have reported that children who attend the breakfast club are more attentive and eager to learn. Our Breakfast Club has achieved huge success becoming the finalist in the National Breakfast Club awards.

We also over a 3.20 Club, this is an after school club paid for club that runs from the end of school until 6pm. This is very popular and successful with children attending across the school. For more details on both please contact the school office.

# After School Club

We provide the same quality care for children after school. Once again the club is open 5 days a week, Monday to Friday in the Children’s Centre. Children are provided with a drink and snacks and a chance to relax or enjoy the range of activities on offer. The After School Club staff are very happy to support children with any homework tasks they have. Children can be collected at 4.30pm or 6pm. If you need to collect your child at a different time this can be discussed.





# School Uniform

We expect a high standard of dress from our pupils and strongly encourage the wearing of School Uniform as this helps to foster a school identity. We believe that children should take a pride in their appearance as this encourages positive attitudes. While our uniform allows for some individuality we do insist on a degree of uniformity.

We are sensitive to gender issues and have minimal differences between boys' and girls' uniforms. We reserve the right to forbid certain items of clothing, accessories and footwear which are unacceptably dangerous or inappropriate in the school situation.

## School uniform consists of the following:

- Green jumper, fleece, cardigan with logo
- Grey or black trousers or shorts
- White shirt or polo shirt with logo.
- Grey, black or white socks.
- Black shoes
- Green school cap with logo
- Girls as above or summer term only a green/white checked gingham dress.
- School type sandals or shoes
- Green, white or black hair accessories only.
- All uniform items with a logo on are available to buy directly from the school office.

Full details of our dress code can be found in the School Handbook.



# The times of the school day

The morning session starts at 9.00am and finishes at 12.00 noon for all children. We operate a 'drift in' policy from 8.50 when children come into school and undertake early morning activities set by the class teacher. They are ready to start the first lesson at 9.00. The afternoon session starts at 1.05pm for the Juniors and 1.15pm for Infants. The Infant session ends at 3.15pm while the Juniors finish at 3.20pm.

The daily time set aside for teaching totals 4.25 hours for Infants and 4.75 hours for Juniors. These calculations are based on the length of the school day excluding the statutory act of worship, registration and break times. Both Infants and Juniors have a mid morning break of 15 minutes while only the Infants have a 15 minute afternoon break. The totals of actual teaching time in a normal school week are therefore 21 hours 15 minutes for Infants and 23 hours 45 minutes

## Charging & remission Policy

Generally parents are asked to make a voluntary contribution towards the cost of educational visits. However, a child whose parents do not make a voluntary contribution must still take part in an activity. Parents are expected to pay for any residential fees but please ask about concessions if you think you may be entitled to any. If, through absence other than a formal exclusion, a child is unable to attend the educational visit the school will reimburse the entrance fee but will not usually be able to reimburse the coach fee which is paid for in advance.

Parents who are unable to pay the whole cost of the trip should make an appointment to speak to the Headteacher, please.



[www.polegateschool.co.uk](http://www.polegateschool.co.uk)

# Complaints Procedure

## Compliments

These are always welcome and very encouraging to teachers and staff. The school encourages feedback or opinions from pupils and parents/carers. In practice this dialogue is continuous, sometimes directly also indirectly. It may not always be possible to act immediately but pupils and the school always benefit so please don't hold back.

## Concerns

It is natural that parents may, occasionally be concerned about an aspect of their child's education or welfare at school. This could include issues concerning the school's approach to aspects of the curriculum, homework, behavioural problems or any other issue.

The school welcomes enquiries from parents about any matter. Teachers and staff will explain the school practices, policies and how they affect the pupils. The vast majority of concerns will be handled by the class teacher. If in doubt, keep asking until you are completely satisfied as all staff are eager to help. Staff should not be approached first thing in the morning except via the office, please.

The usual format is to speak to your child's class teacher in the first instance, or to contact the school office to arrange an appointment to discuss your concern with whoever you wish. At all times the staff will help resolve a problem. If occasionally parents feel they must state their concern formally, this too is not a problem. The school has defined procedures for handling complaints so don't be embarrassed if you feel your issue warrants more attention. Please see the School Handbook for more detail.

'Pupils keep extremely healthy and their outstanding spiritual, moral, social and cultural development is reflected in their willingness and excellent involvement in helping others in school and the local community. For example, pupils appreciate the opportunity to communicate with their peers using the 'Polegate Pulse' school radio station. School councillors are proud of the way they work with the town council and class councils to improve provision at the school.'

Ofsted





# Inclusion

## Special Educational Needs

All children have a right to a broad and balanced curriculum. However, it is estimated that 20% of pupils will have a special educational need at some time during their school life. The governors' Curriculum Committee is responsible for overseeing the development of various curriculum areas within the school, special needs being one of them.

To ensure that any need may be identified and fully met at as early a stage as possible, and having regard to the Code of Practice on the Identification and Assessment of Special Needs, we are constantly monitoring and assessing the progress of the children in our care.

Even before the children enter the foundation stage of our school, we liaise closely with the pre-schools, Early Years Service, and other outside agencies. We are informed of any child whose needs require particular attention. This enables us to ensure that provision and resources are in place to enable them to integrate as fully as possible into the life of the school.

### Polegate School draws on the expertise of various outside agencies including:

- Behaviour Support Service
- Child and Adolescent Mental Health Service
- Education Welfare Service
- English as an Additional Language Service
- Health Authority
- Flexible Learning Education Support Service
- Language and Learning Support Service
- County Psychological Service
- Service for Children with Sensory Needs
- Children's Services
- Speech and Language Therapy Service
- Traveller Education
- Parent Support Advisors

Polegate School is a fairly modern building which is all on one level with wide doors enabling access by wheelchair users. We have a medical room with full disabled capacity. We are currently re-developing our various schemes into a Single Equality Policy. The design of the swimming pool makes it difficult for a physically disabled child to use. However, should the need arise, grants are available to

fund appropriate adaptation.

We endeavour to keep parents fully informed about their child's progress and welcome their co-operation in order to develop mutual support and encouragement. The inclusion team oversees all Inclusion and Special Educational Needs activities.

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## Child Protection

The member agencies of the East Sussex Area Child Protection Committee believe that all children living in or visiting the county have the right to the safety and security which provides protection from harm and exploitation, and to develop healthily to meet their full physical, intellectual and emotional potential.

At Polegate School, all staff have a 'duty of care' which means that they have a duty to safeguard pupils, and to act on any concern about their safety.

If it is felt appropriate, any concerns will be passed on to the Children's Services Authority. Parents will usually be informed by the school if such a referral is made, unless it is felt that to do so could jeopardise the safety of the child or member of staff. Schools and relevant agencies now enjoy a much closer working relationship and this continues to be built upon.

It must be remembered that at all times, the safe guarding and well-being of the child is paramount.

## Gifted & Talented

We are committed to providing a rich and challenging curriculum for all our learners; one that promotes their highest standards, achievement and develops the potential of every learner.

At Polegate School we are fortunate to have a number of pupils who excel in one or more particular area.

At the heart of provision for gifted and talented pupils will be what happens in the classroom.

We provide a supportive learning environment within a broad and balanced curriculum. Imaginative and creative work both stimulates and challenges our pupils.

### Extra provision for gifted and talented also includes:

- A range of clubs both in the Infants and Juniors that target the gifted and talented.
- Year 5 and 6 attend more able writers conference working alongside professional authors.
- We provide a range of enrichment activities throughout the year.
- Pupils have the opportunity to enter competitions throughout the year.
- There are plenty of opportunities for gifted performers to shine on stage throughout the year and present live on our own radio station – Polegate Pulse

Those pupils who excel in sport, have the opportunity to participate in a range of tournaments and competitions.

We are currently working closely with Willingdon Community School – as our main partner secondary school – to extend and develop Gifted and Talented provision for Upper Juniors moving on to Secondary school.

## Early morning Intervention

We employ school staff to lead sessions before the school day starts from 8am-9am. This really does capture our vision of 'Learning without Limits' as it is an innovative approach to learning beyond the school day. We want to ensure that all groups of children make at least expected progress and often accelerated progress. Through tracking pupils' progress we identify children that would benefit from extra support or challenge and invite them to attend a series of 6 sessions all delivered before school even starts. These have included aspects of reading, writing and maths. These are either 1 to 1 or small groups of no more than 4.

## Reading Recovery

We deliver Reading Recovery. This is a well-established intervention scheme for children with reading difficulties. The programme provides daily half-hour sessions with our specially trained Reading Recovery teacher for six-year-olds who are in the bottom 20% of their class in terms of reading. We have found that these children have learned four-to-five times faster than their classmates to catch up and after the intervention their progress continues in line with their peers.





# Links with Secondary School

The school benefits from very close links with Willingdon Community School. We have formed a partnership with Willingdon Primary and Willingdon Secondary School which allows us to work jointly on initiatives. The majority of our pupils move on to Willingdon and that transition is very successful. We jointly employ a Transition Co-ordinator that moves up to the Secondary School with our pupils and spends half the year supporting them at the Secondary School. This provides excellent support for some of our more vulnerable pupils.

'The school has innovative arrangements to ease the pupils' transfer to secondary school, with a shared co-ordinator working between the schools.'

Ofsted

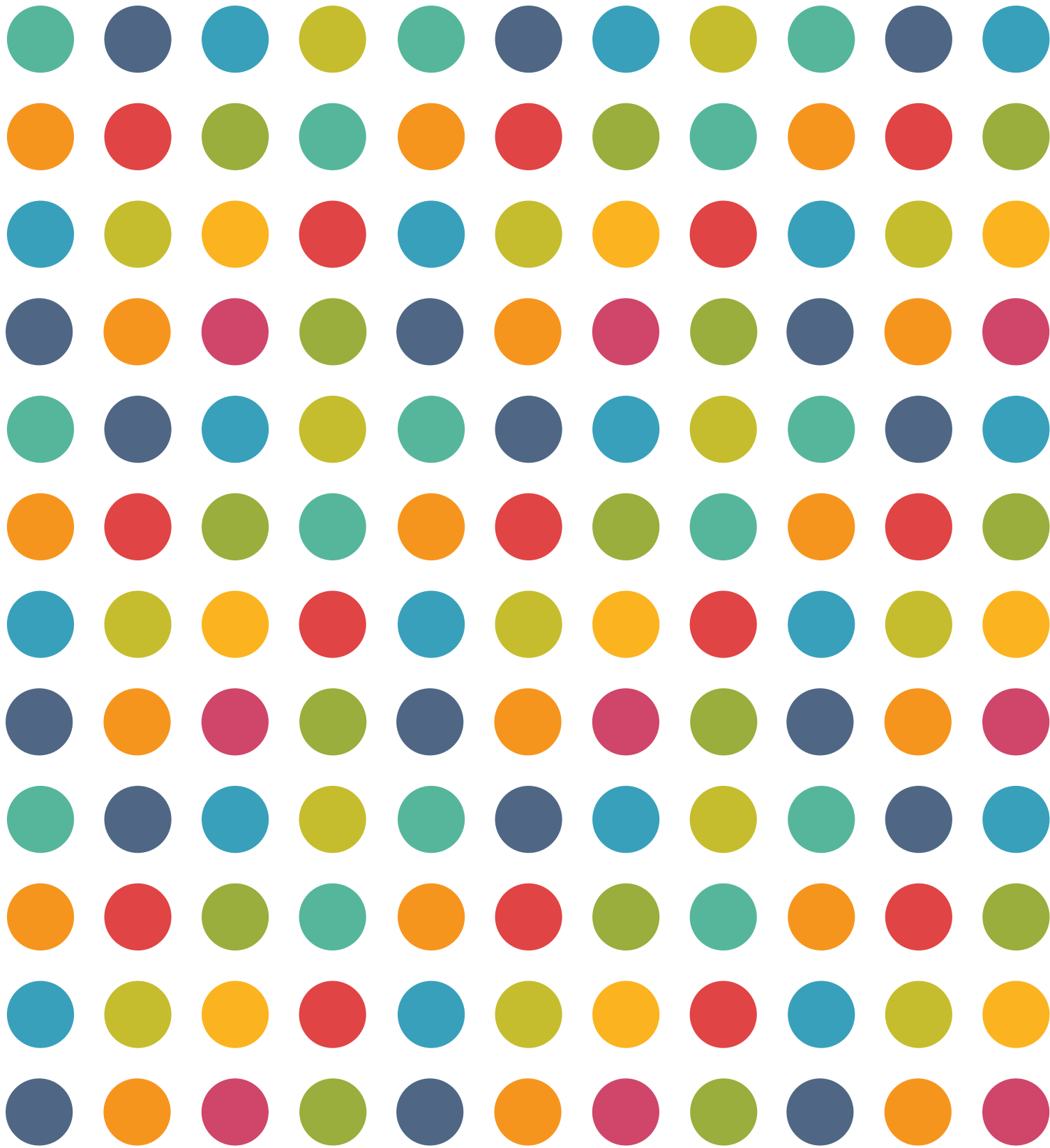


A more comprehensive 'School Handbook' is provided for parents whose children are offered places at the school. The last OFSTED report on Polegate School was published in 2010 and a copy of the Inspection Report is available on the school or OFSTED websites.

[www.polegateschool.co.uk](http://www.polegateschool.co.uk)







Polegate School  
Oakleaf Drive  
Polegate  
East Sussex BN26 6PT  
Tel: 01323 482404  
Email: [info@polegateschool.co.uk](mailto:info@polegateschool.co.uk)

[www.polegateschool.co.uk](http://www.polegateschool.co.uk)