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Welcome to Polegate School



POLEGATE
SCHOOL

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'PolegateSchool develop confident, successful young people who are ready for life at secondary school and in the wider world.'

Ofsted





The vision for what pupils can achieve at Polegate is limitless. There is an infectious appetite of high expectations, complemented by the care and consideration shown for the whole school community.'

Ofsted

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:



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.



Deborah Jones
Headteacher



Behaviour

Our children are expected to behave well and work hard. The school has a clear code of classroom expectations designed to support the good working environment.

- Be respectful
- Be responsible
- Be ready to learn

The School Rules are prominently displayed in each classroom giving a clear, consistent guide to the standard of behaviour expected from the children. They are reinforced continuously by example, through thanks and encouragement.

The reward system aims to emphasise a positive response to good work and/or behaviour. Key features of this are praise, 'learning without limits' certificates, special awards/public recognition (e.g. assembly), letters home, special privileges.

There are clear consequences when children fail to follow school expectations, these are applied fairly and consistently and are accompanied by positive coaching, so that pupils know why their behaviour must change. Undesirable behaviour is recorded. This identifies unacceptable behaviour and allows us to involve parents at the earliest possible stage in order to prevent problems becoming more serious.

As a result, discipline is good and difficulties are rare. We aim to work in partnership with parents.

Further details of our approach to discipline, individual class rules and related rewards and sanctions can be found in the document : **"Behaviour and Discipline : Code of Conduct"**.





Ofsted

Our last Ofsted was in January 2020 when we were judged to be **outstanding** in all areas.

The full report is available on our school website (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!



'By being 'curious, not furious' adults help pupils understand their behaviour and develop self-control. Clear expectations and routines mean the school is very calm and supportive. Bullying is remarkably rare. If there is an incident, leaders ensure that robust but sensitive action is taken.'

Ofsted

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.

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 twice a year.

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

In addition, a Home School Journal 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.

Parents' newsletters are issued twice a term. 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 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.

Learning without limits



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

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 Forest School, Debate and Philosophy for Children.

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.



'Teachers have very high expectations of their pupils to participate and behave well. All pupils are expected to be ready if they are called on for their point of view. Their responses demonstrate how focused and keen they are to do well. Pupils show real determination in their learning. They are not put off by difficulties and enjoy being challenged by their teachers and their friends.' Ofsted

Children are provided with Home School Journals to ensure communication between school and home.

Literacy skills are transferred across the curriculum. Real life writing tasks are used to motivate children.

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. 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 to develop communication skills, imagination and social interaction. The school teaches the Letter Join 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. Seesaw is used to publish work that can be edited by children and seen by families.





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.



'The curriculum is well thought out and connected across the year groups. Within the different topics that the pupils consider, teachers ensure that the knowledge and skills of each subject are learned and understood.'

Ofsted



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 well equipped IT suite. Every class in the school has an interactive whiteboard. Pupils are encouraged to make creative and innovative use of computing to extend their capabilities through using digital cameras, scanners, digi blue, VR sets, cameras and a variety of models such as lego robotlab.

We encourage pupils to make informed choices about when, and when not, to employ computing in their work both in school and at home.

Pupils will gain an understanding of skills which are needed in the media industry.

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 alongside e-safety will be delivered throughout the week as part of computing lessons.

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

RW

In Reception we start R.W 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 are extremely proud of their school and all of the opportunities they are given. They have a very strong awareness of justice, believing that everyone has the right to be respected and treated well. One pupil said: 'It's simple. If you respect them, they will respect you.'

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.

'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

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.



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 Concert.

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.

'Developing rich vocabulary is prioritised, so that pupils can describe and explain. Teachers create classroom environments that help to deepen the understanding of the topics studied. Because of all of this, pupils achieve exceptionally well across the curriculum.'
Ofsted



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.

Physical Education

In P.E we aim to develop physical co-ordination and competence.

We 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, 2 multi use games areas, 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.



'Polegate School develop confident, successful young people who are ready for life at secondary school and in the wider world.'

Ofsted



Health Education

The curriculum includes basic Health Education 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

We received the National Healthy School Excellence status in June 2022.

Forest School

A well-developed Forest School curriculum promotes self-esteem, creativity and confidence.

Through hands on experiences children develop a deep and meaningful connection to the world around them.





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 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 quiet zones.

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 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.'

Ofsted

A photograph of two young girls in school uniforms standing outdoors on a paved area, possibly a school playground. The girl on the left is wearing a green and white checkered polo shirt and has her blonde hair in a bun. The girl on the right is wearing a white polo shirt and has her brown hair in a ponytail. They are both smiling and looking at each other.

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. Consideration is given to the age, aptitude and ability of pupils, together with competing demands on their time, when setting homework. Children participate in daily reading, Doodle maths and spell, TT Rockstars and Numbots.



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.



‘Developing rich vocabulary is prioritised, so that pupils can describe and explain. Teachers create classroom environments that help to deepen the understanding of the topics studied. Because of all of this, pupils achieve exceptionally well across the curriculum.’

Ofsted

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.



‘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.’

Ofsted



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:

- Short or long grey or black trousers (not denim or cord or sports/tracksuit bottoms)
- Grey pinafore dress
- Green gingham summer dress
- White shirt/blouse/polo shirt (with school name)
- Green crew necked sweatshirt with school name
- Green sweatshirt/cardigan with school name
- Black jogging suit
- Smart black shoes - no high heels
- Black school shoes
- Plain white or grey socks
- Green baseball cap with school logo
- green (winter) woolly hat with logo
- black showerproof fleece with school logo

PE Kit

- Black, plain jogging suit is appropriate
- Black tracksuit bottoms with school logo (preferable but optional)
- Plain white crew neck T-shirt with school logo
- Black plain shorts with school logo
- Trainers or similar sturdy sports shoe
- Plimsolls for certain indoor activities

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



'Staff take the personal development of the pupils very seriously. They develop confident, successful young people who are ready for life at secondary school and in the wider world. Pupils are encouraged to talk and reflect throughout the school day with their talk partners. They discuss a range of topics and are encouraged to think deeply about their place in the world. This includes considering philosophical questions that are posed at the dining tables every lunchtime.'

Ofsted



The times of the school day

The morning session starts at 8.40am (KS1) 8.30am (KS2) and finishes at 12.00 noon for all children.

We operate a 'drift in' policy from 8.15 (KS2) and 8.25 (KS1) when children come into school and undertake early morning activities set by the class teacher. They are ready to start the first lesson at 8.45 (KS1), 8.30 (KS2). The afternoon session starts at 1pm. The Infant session ends at 3.10pm while the Juniors finish at 3pm.

The daily time set aside for teaching totals 32.5 hours a week.

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.

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.



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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'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



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.



'School councillors are proud of the way they work with the town council and class councils to improve provision at the school.'

Ofsted

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.



'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.'

Ofsted



Reading Recovery & Math Magic

We deliver Reading Recovery and Math Magic. These are well-established intervention schemes for children with reading or numeracy difficulties.

The programmes provide daily half-hour sessions with our specially trained Reading Recovery or Math Magic teacher for six-year-olds who are in the bottom 20% of their class in terms of reading or mathematics. 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.



'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

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 Community School which allows us to work jointly on initiatives. The majority of our pupils move on to Willingdon and that transition is very successful.



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

Ofsted



School Handbook

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 2020 and a copy of the Inspection Report is available on the school or OFSTED websites.



'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.'

Ofsted

www.polegateschool.co.uk



'The school is deeply inclusive and nurturing. Pupils with special educational needs and/or disabilities are welcomed and get the right support from a very early age. Staff are highly trained and have strong relationships with the families of these pupils. Staff use their skills and knowledge successfully to ensure that all pupils get the same learning opportunities, regardless of their needs.'

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