



Welcome!

I am delighted to take this opportunity to welcome you as a parent of a new child attending Marton Manor Primary School. Starting school is an exciting and challenging time for you and your child. New pupils soon settle down to the activities and work of the school. It is our aim to make both children and parents feel comfortable and at ease in our school. The staff are all dedicated professionals and will be happy to answer your questions should you have any. We have a genuine policy of encouraging all parents to come and discuss how, together, we can help your child to gain success and maximise opportunities at school. I hope this booklet will answer many of your questions but if you have any others then please feel free to contact us and we will do our best to help.

*Gerri Howard*  
**(Head Teacher)**

**School Information:**

Marton Manor is an all age primary school for boys and girls between the ages of 3 and 11 years.

**School Roll:**

The school roll for the academic year is expected to be 202 from September plus approximately 52 Nursery children by the end of the academic year. We have planned places for 30 pupils in each year group. Priority is given to children within our local catchment area and then beyond if space permits. The Local Authority publishes its Admissions criteria annually and we adhere to these. When places are at a premium priority is given to pupils who are Looked After and children with special needs are also given consideration. Sibling links are also part of the criteria and then children who are in closest proximity to the school.

**Contact Information**

School Website: [www.martonmanorprimary.co.uk](http://www.martonmanorprimary.co.uk)

**Marton Manor Primary School**

The Derby

Marton

Middlesbrough

TS7 8RH

Telephone: 01642 285001

Fax: 01642 285002

**Children, Families and Learning Department**

Middlesbrough Borough Council

Middlesbrough House

Corporation House

Middlesbrough

## **South Tees Community & Mental Health**

West Lane  
Acklam Road  
Middlesbrough  
Telephone: 01642 813144

### **School Nurse**

School Health  
West Lane Hospital  
West Lane  
MIDDLESBROUGH  
Telephone: 01642 316678

### **Chair of Governors**

Mrs Jean Sharrocks  
c/o Marton Manor Primary School

### **Governing Body**

Chair of Governors: Mrs Jean Sharrocks  
Parent Governors: Mr B. Murphy, Mrs K. Arnold  
Staff Governors: Mrs K. Blades, Mrs S. Hayes  
Community: Mr A. Illingworth, Mrs K. Frazer

### **Staff**

Head Teacher: Mrs G Howard  
Deputy Head Teacher: Mrs D Docherty

### **Teaching Staff:**

Nursery: Miss S. Williams  
Reception: Miss G. McPoland  
Year 1: Mrs C. Hardisty (Monday – Wednesday) Mrs L. Whaley (Wednesday – Friday)  
Year 2: Mrs L. Chapman (Monday – Wednesday) and Mrs S. Smith (Wednesday – Friday)  
Year 3: Mr. M. Homer  
Year 4: Miss R. Watson  
Year 5: Mrs F. Ogden (Monday – Wednesday) and Mrs R. McDonald (Wednesday – Friday)  
Year 6: Mrs D Docherty  
Mrs K. Blades Support Base  
French: Mrs H. Sayer

**Teaching Assistants:** Mrs L. Field Mrs S. Baggett Miss H. Russell Mrs P. Burdess Mrs S. Tye  
Miss A. Cockshott. Mrs B. Lockwood Mrs S. Hayes Mrs N. Graham Mrs P. Marshall Mrs E.  
Bainbridge Mrs C. Michiels Mrs J. Robinson

Administrators: Mrs J. Stephenson, Mrs L. Hallet  
Caretaker: Mr D Readman Cook: Mrs S. Metcalfe

**Cleaning Staff:** Mrs C. Richardson and Mr D. Readman

**Lunchtime staff:** Mrs M. Bennett, Mr R. Turnbull, Mrs S. Hayes, Mrs L. McGouran, Mrs J. Robinson,  
Mrs C. Brooks.

**After- School Staff:** Mrs B. Francis, Mrs S. Hayes, Mrs C. Michiels.

### **School buildings**

The school has been built in five phases in 1974, 1978, 1994, 2003 and 2007 .

The school has a 26 place part time nursery which enables us to provide half day nursery education for 3 and 4 year old children. Children become eligible for a nursery place (subject to a place being available) on or after their third birthday. It is always advisable to place your child onto a waiting list as early as possible for a Nursery place.

### **Admission to school**

In September all children eligible for Reception class places transfer from the nursery into school in one phase. Middlesbrough council manage this admissions process. Children born between 1<sup>st</sup> September and 31<sup>st</sup> August come into school full-time in the Autumn term, in the school year they are five years old. If there are not enough places for nursery children (i.e. In excess of 30) n places are allocated first to children who meet particular eligibility criteria, who live within our catchment and then those who meet other eligibility criteria most closely. Parents who still wish to have a place may appeal to the local authority.

### **Pre-school preparation**

Starting school is a major step in your child's life. It is the start of your child's independent life and you can help to prepare your child in many ways:

- ◆ Encourage your child to put on and take off his/her own clothes - especially their coat and school P.E. clothes
- Ensure that your child is used to wearing their school clothes
  - Encourage your child to mix with other children and adults so that they develop social skills and feel at ease
- ◆ Encourage your child to do simple tasks around the home, e.g. Set the table, tidy their toys, put their clean clothes away, help you sort the washing
- ◆ Make sure that your child can go to the toilet and wash their hands without adult help
- ◆ Please ensure that they can use a knife and fork
- ◆ Spend a small amount of time each day reading with your child. Encourage them to choose a story and discuss it with you. This helps to extend and develop a child's vocabulary. It also helps them to develop their listening skills, concentration powers and other language skills
- ◆ Encourage your child to write in any form, this is the foundation of literacy

### **Visits by parents**

We usually arrange formal parents' visits each term when you will have the opportunity of seeing your child's work and talking to the teacher. These evenings are very well supported. The children look forward to their parents seeing their work. We feel it is very important for the children to understand that home and school are working together in the important process of their education.

However, concerns may arise at other times of the year, and we would be grateful if you would let us know as soon as possible if anything is worrying you or your child. In this way we can try to prevent minor concerns becoming major problems. Class teachers are usually available for a short time before or after school, although it may be necessary to make an appointment if you need a bit longer to talk. The head teacher is happy to speak to parents, but a telephone call to arrange an appointment would be appreciated, to organise a mutually convenient time to meet.

Reports are sent out in the early part of summer term for all of the children. A portfolio of children's work is built up over the year and is available for parents to see. Information is passed on to secondary schools when children transfer.

### **Smoking**

All James Cook Learning Trust schools are non-smoking establishments and this includes the school grounds and car parks. No pupil, parents, staff, contractors or visitors may smoke at any time on these premises. This includes electronic cigarettes. Smoking is not permitted when staff or parents accompany children on educational visits.

### **Teaching organisation**

Children are mainly grouped according to age.

The school is organised in three teaching teams:

Foundation stage-Nursery & Reception

Key stage 1-year 1 & year 2

Key stage 2-year 3 to year 6

Children are taught in the educational setting which best suits their own or the classes needs on a lesson to lesson basis. This may involve the child being taught individually, in a small group or as a member of their whole class.

### **School year groups**

Nursery : 3 year old onwards

Reception(R) : 5 years old before 31 august

Year 1 (y1) : 6 years old before 31 august

Year 2 (y2) : 7 years old before 31 august

Year 3 (y3) : 8 years old before 31 august

Year 4 (y4) : 9 years old before 31 august

Year 5 (y5) : 10 years old before 31 august

Year 6 (y6) : 11 years old before 31 august

### **Pastoral care**

The care given to children is of the highest priority in our school. Children are the responsibility of their class teacher and the teaching assistant who may be working with the class. However, all staff are aware of the need to be responsible for the health, safety and well-being of all pupils around school as appropriate.

### **Before and after school care**

The school operates a facility for children to be cared for any weekday before or after school.

Times: Morning from 8 a.m. Until the start of the school day at 8.50 a.m. Afternoons from 3.15 until 5.30 p.m. The charges for this service are very competitively priced because we know that childcare is costly and we want to provide a service to working parents. A price list and forms are available from the school office.

If you wish to use this facility we need some prior notice so that we have contact information and details of any medical information needed for the staff. Parents are asked to ring in advance to book children in so that we can ensure we have the correct staffing ratio.

### **Behaviour and discipline**

We believe that the best form of discipline is self-discipline and the development of this is seen as a paramount aim of the school. We have our golden rules which the children help to write up and these are shown on photographs around school Children are expected to conduct themselves in an orderly manner at all times and remain on the school grounds during normal school hours.

Our school has a comprehensive behaviour policy which was agreed with staff, children, parents and governors. This is available for reference on request. We encourage proper care of all school property and equipment. Courtesy and respect are important for adults and children alike.

### **Attendance**

To assist us in maintaining a high standard of care for your child we would ask that for any absence a telephone or verbal message can be taken from the child's parent. If your child is ill please telephone the school on the first morning of the absence by 9 a.m. If we do not hear from you we will contact you to ensure that your child is at home safe with you. All such calls are logged by the school's administrators.

The school day begins at 8.50 am and we are very eager to ensure that children are punctual for school. We do note children who arrive late and if a pattern of lateness begins to emerge then parents will be contacted and asked to improve the situation.

We positively discourage parents from taking holidays in school time. If this is unavoidable then parents should request a holiday form. Holidays in term time may only be approved in very exceptional circumstances. Parents should consider taking children during one of the other school holidays if they cannot have time off during the summer break. Holidays taken during term time that have not been authorised may be subject to a fine being imposed by Middlesbrough Council.

We monitor absence very closely as we know that there is a strong link between educational attainment and school attendance.

When collecting your child for appointments please notify the school office in order that we can mark children as being off the school premises in case of a fire, etc.

### **Emergency procedures**

If your child is ill or has an accident at school it may be necessary for us to contact you. If your child has to be taken to hospital they will not give certain treatments to a child unless a parent or guardian is present. It is essential, therefore, that we have your telephone number for home and business in case of emergency. If you are not on the telephone, then a telephone number of a close relative or neighbour, or some other means of rapid contact should be arranged.

### **Medicines**

We have always tried to help parents by being willing to administer medicines to children in school time. However, with an increasing number of children taking medicines, this is causing problems, eg safe storage of medicines, etc. We have a few children on long term medication who take medicines for most of the year, but it would be a great help to us if children who are on short term medication, eg a course of antibiotics or cough mixture, could be given their medication at home.

If it is impossible for a parent to administer the medicine at home the following conditions must be strictly observed. This applies to all children, even the oldest. Medicines must be clearly marked:

- With the child's first name and surname
- With the name of the medicine
- With the required dose and how often it should be taken.

These items must be handed to the school's administrator in the school office and collected by an adult at home time. Medicines can only be dispensed by first aiders. We also have a consent form which needs to be filled in before we can administer medication. Please see the administrator in the school office. If your child is asthmatic, diabetic, epileptic or suffers from peanut allergy or other allergies, the school should be informed immediately.

### **Medical and dental services**

The school nurse makes visits to the school and will get in touch with parents when necessary. If your child has any illnesses, allergies or disabilities which might affect his/her work, health or safety at school, please let us know about it. Special diets, problems relating to ears, eyes, heart, etc are all examples of information which teachers may need to know about. These should be noted on the information sheet.

### **School dinners**

Our cook prepares and serves each day a selection of hot main courses with a choice of vegetables and two or three puddings. A healthy salad bar also operates with a wide selection of foods that will appeal to most. We can provide information about this. School Lunch money, should be sent on a Monday morning or the first day your child attends school each week, in the sealed envelopes provided at the school office. Your child's name and the amount enclosed should be entered on the front of the envelope along with the date of payment.

If you wish to pay by cheque please make payment to "James Cook Learning Trust". If you wish to, you may pay in advance for your child's meals for a half term or a term. A commitment for a half term to whatever form of lunches you choose is required. If you wish to change your lunch arrangements at the beginning of a new term please advise the school office.

Parents are welcome to sample a school lunch before their child starts full time education. Please let the office staff know in advance if you wish to do so. The Nursery staff will advise you of the day that this will take place and the cost.

### **Free school meals**

A free school meal is supplied to children in key stage one and reception. However, it would help us to secure funding from pupil premium if parents could make us aware if they think their child would have qualified for a free school meal under the former system (i.e. The parent is in receipt of specified benefits or income supplements).

Children in key stage two whose parents are in receipt of income support or universal credit may also be eligible for free school meals. If you think your key stage two child may be entitled to free meals, please contact the school or the pupil benefits section, Middlesbrough House, Corporation House, Middlesbrough. Every effort is made to ensure that children receiving a free school meal cannot be distinguished from other children.

### **Road safety**

To ensure safety I would ask for your co-operation in not parking directly outside the school as this is dangerous for small children. A lead given by parents in practical road safety would be a valuable lesson to the children. Also we would be grateful if parents did not walk across the car park when bringing children to and from school. Parents should not park their cars in the school car park when bringing or dropping children off at school. Parents can use the bus lay-by near the school as a dropping off and picking up point. We are always concerned about the potential danger to children from reversing cars and delivery lorries.

### **School uniform**

The general policy of Marton Manor Primary School is to encourage pride in appearance, neat and tasteful dress habits and the avoidance of extremes of fashion. In the interests of health and safety and security we would ask that your child does not wear jewellery in school. With this in mind we recommend the following:

#### **Girls**

Grey skirt or trousers

White or pale blue polo shirt or blouse  
Royal blue sweater/sweatshirt, fleece or cardigan

### **Boys**

Grey trousers  
White or pale blue polo shirt/long sleeved shirt  
Royal blue sweater/sweatshirt or fleece.

### **Uniforms - ordering**

Items can be ordered via school by completing an order form available from outside the school office. Forms are to be found in the transparent document wallets on the wall. Our supplier (Lollipops) will put the school logo on sweatshirts and cardigans along with your child's initials, provided this is made clear on the forms.

### **P.E.**

Yellow t-shirt, royal blue shorts, gym shoes (not trainers). Special uniform is available from our sweatshirt supplier and these are very reasonably priced with children's initials where requested. Blue track suits are useful for winter months.

### **Shoes**

We would prefer that children wear proper shoes rather than trainers as this causes some problems with changing for P.E.

We would also ask that children do not adopt outrageous hairstyles which are not considered appropriate for a school environment.

**All items of clothing should be clearly marked with your child's name.**

### **The school curriculum**

At Marton Manor we teach a broad and balanced curriculum, offering challenges appropriate to the age and ability of each individual child. We provide a wide range of learning experiences covering the programmes of study for all national curriculum subjects and beyond. Planning by teachers provides us with progression and enrichment. Assessment helps us to see where every individual pupil's strengths and weaknesses are and this informs future planning and teaching. This ensures progression at the optimum rate for each child.

Children are encouraged to relate and co-operate with others in the process of learning. Staff promote purposeful teaching and learning situations where children can imagine, question, problem-solve, hypothesise, evaluate and record. In this way we hope to develop lively, enquiring and critical minds.

### **Phonics, reading and language development**

We use a modified version of 'Letters and Sounds' phonics scheme in key stage one and for some children in lower key stage two who have not yet completed the programme. If children have not secured all their phonics work then interventions are used in key stage two to assist with this. Children learn to identify by sight key words that they use frequently and to build up other words by sounding them out. This helps in both the reading (decoding) of words and in writing (encoding).

In the nursery children are encouraged to develop mark-making skills. They begin to write their name and other letters that can be used to represent words. They can often recognise signs and names that are meaningful to them and they can follow a story that is read often joining in with repetitive phrases.

By the time they enter reception class this process becomes a little more refined and children are encouraged to write words using finger spaces, a capital letter and a full stop to demarcate sentences. They

write captions, sentences and sometimes news or stories as well as other pieces of writing such as letters or shopping lists in the role play area. They can read some words and can decode some others by sounding out.

In year one children can usually demonstrate mastery of the first hundred key words in reading and writing. They begin to use a wider range of punctuation and can use adjectives and conjunctions to enhance their writing.

In year two they can often write more sustained stories, poems, letters and instructions using more of the conventions of writing such as ordering sentences in instructions, describing settings and characters and beginning to demarcate speech. They can read a wide range of words, using contextual cues as well as phonics to decode new vocabulary and can often read short paperback books with larger font sized text. They can retrieve information from a text and begin to use inference and deduction to draw out more subtle aspects of a text.

These skills are refined and in year three and four children begin to extend the content and organise paragraphs and use a wider range of sentence types such as similes and alliteration. They use the correct tense more consistently and can sustain the plot of a story. They begin to read with greater stamina for more substantial text. They can record recounts, information texts and newspaper reports. In their comprehension of a text they are asked to infer meaning and to comment on an author's choice of words for effect. They begin to notice more about the organisational features of text such as the glossary, index, contents and footnotes.

In years five and six they begin to use other linguistic devices such as metaphors, figurative language, puns, more sophisticated persuasion and more technical vocabulary for report writing, newspaper articles, plays, myths and legends. The purpose and organisation of their work becomes more sophisticated and they choose a wider range of words for effect. They also have a secure understanding of tense, grammar and a wide range of punctuation including setting out speech accurately. By now they should be reading more in-depth texts including information texts with a range of presentational features as well as researching information using the internet and organising it in other forms such as using power point presentations for an audience. In their comprehension of texts they should be able to compare and contrast authorial techniques in a more sophisticated way, using their critical faculties to explain their likes and responses in some detail, as well as commenting on the author's purpose and organisation.

Language development plays a crucial role in our school. We recognise that literacy skills are fundamental to many aspects of teaching and learning. Our long-term aim in language development is to help children become effective communicators, able to cope in a flexible way with the demands of the world around them. As well as acquiring a high standard of practical skills, we hope that our children will develop a confidence in using language. This helps them articulate their feelings, join in reasoned debate and be able to enjoy books and literacy.

We have a wide range of reading resources and these are coded in terms of difficulty. Children are assessed and may choose from a range of books within their reading age band from fiction and non-fiction. We hear children read individually and in class during guided reading sessions.

Parents are encouraged to share in their child's reading programme from the very beginning. Children are encouraged to extend their reading and language skills as they become fluent readers and also to discover information for themselves. Children from year 2 upwards can access a computer programme (Renaissance Readers) to assess their comprehension skills of the book they have read. This allows staff and parents to track their progress and ensure the right level of challenge for the child.



## **Mathematics**

Our aim is to help children develop an ability to think and converse in a way which reflects logical thought processes and flexibility of mind. We endeavour to help children learn mathematical skills, with understanding of practical applications and knowledge, making these relevant to their lives. To help achieve these aims we have a carefully structured core scheme which is a blend of Singapore's approach and our own modifications to meet the needs of our children within our school. We provide practical apparatus, visual representations and abstract work in all year groups to enable children to see concepts in a variety of formats and we enable them to appreciate that problems can be solved in a variety of ways. Practical activity is seen as an integral part of learning mathematics right through school. Experimentation with real materials enables each child to move towards an understanding of abstract concepts.

We want children to achieve fluency in the four basic skills of addition, subtraction, multiplication and division. They are taught to handle data, use and convert measures, solve problems using algebra and time and understand the properties of shape and space. They also need to be able to develop reasoning skills and solve problems of an increasingly complex nature.

Nursery children learn cardinal and ordinal numbers and number conservation. They see numbers in the environment and can count a limited number of objects. In the sand and water they learn language such as full, empty, half full, heavy, light etc... They use shapes in the learning areas and learn to distinguish objects by sorting them into colours, shapes and other criteria.

Reception children begin to learn number bonds and to subtract. They begin to use early multiplication and division by sharing objects. They learn about two and three dimensional shapes and their features. Measurement is explored using non-standard units and simple data handling is introduced using pictograms and bar charts.

Year one data handling is developed further by deconstructing bar charts and pictograms as well as changing the intervals of measurement. Children develop their vocabulary in weight and measurement to explain relative size, weight and capacity. They learn about simple fractions including halves and quarters as parts of an object, shape or quantity. They can describe position, direction and movement using quarter and half turns. They develop their understanding of multiplication of 2's, 5's and 10's and can use a variety of methods to add and subtract numbers to 20. They learn to use signs for addition and subtraction as well as the term 'equals'. Simple equations are introduced.

Year two children add and subtract numbers to 100, as well as adding in steps of 2, 3 and 5 from zero and in tens from any number forward or backward. They begin to learn about right angles and the points of a compass. They begin to identify symmetry in shape and to describe some of the properties of 2d and 3d shapes. Fractions are developed further including the use of terms such as thirds, halves, quarters and three quarters. Children use the inverse to solve addition and subtraction calculations. They begin to use time to the hour, half hour and quarter hour.

Year three children solve more complex equations using number facts, place value and more complex addition and subtraction. They should now be counting in multiples of 4, 8, 50 and 100 from zero. They should recall and use addition and subtraction facts to 100, deriving and using related facts up to 1000. Children should be solving number problems using pictograms, bar charts and tables. At this point they are expected to count up and down using tenths and they should compare and order fractions with the same denominators. They learn to use the terms a.m. and p.m. Estimating and reading the time to the nearest minute as well as understanding how seconds, minutes and hours can be calculated. They measure, compare and add lengths and add and subtract money using £ and p.

Year four counting up and down in hundredths and tenths should be practised. There is now greater emphasis on adding and subtracting numbers mentally up to three digit numbers. Pupils are taught that decimals and fractions are different ways of expressing numbers and proportions. They count in multiples

of 6,7,9,25 and 1000 and recall multiplication and division facts up to 12 x 12. Negative numbers are introduced and children learn to count backwards and forwards through these numbers. Children are also introduced to co-ordinates on a 2-d grid as co-ordinates in the first quadrant. Translations to left/ right, up/ and down are also presented. They compare and classify geometric shapes including quadrilaterals and triangles according to their properties and sizes. They also identify acute and obtuse angles and order angles.

Year five children use reflection , translation and can identify 3-d shapes such as cubes and cuboids form 2-d representations. They can draw given angles using degrees and use a protractor. They are expected to count forward and backwards in steps of powers of 10 for any given number up to 1 000 000, as well as using multiplication and division facts to 12 x12 to multiply and divide by multiples of 10. They should use the properties of rectangles to deduce related facts and find missing lengths and angles. Children are also expected to calculate and compare the area of squares and rectangles using standard units and estimate volume. They should use all four number operations to solve problems of length, mass, volume and money and use square and cube numbers. Comparison of fractions will involve mixed numbers and those whose denominators are all multiples of the same number. Children should also begin to use fractions, decimals and percentages and understand equivalents. They should complete, read and interpret information in tables including timetables.

Year six children should now be able to solve quite complex two and three step problems and use negative numbers in context, and calculate intervals across zero. They should be able to read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. They should be able to interpret pie charts and line graphs, using them to solve problems. They should be able to calculate the mean , mode and median and calculate percentages. Year 6 children are expected to count up and down in whole number intervals, fractions, decimals and percentages. They must be able to simplify fractions, multiply and divide them and add and subtract mixed numbers and those with different denominators. They must also be able to justify their decisions and explain using appropriate vocabulary. They will learn more formal methods of calculating long multiplication and long division.

### **Science**

Good science education can be recognised when children are involved in practical investigations, acquiring scientific knowledge and developing the skills of observing, formulating and testing hypotheses, and drawing conclusions. Science is approached both through cross-curricular topic work and in specific self-contained projects.

### **Computing and information technology**

We realise the vital importance of I.T. in today's society and in particular the need for computer literacy. We have a range of devices in school. All classes have full access to at least one computer system in their teaching room as well as the computer suite where we have one machine available per child. It is generally delivered through a whole curriculum approach and is used as a tool in children's work. We cover all the strands of it from very simple simulation and word processing work, through to more advanced graphic handling and control technology. We are linked to the internet via the national grid for learning. More recently we have begun to invest in smaller devices such as ipads and digital cameras, as well as green screen technology.

### **History and geography**

We aim to encourage an awareness of geographical and historical aspects of the local environment and the wider world. We seek to develop each child's understanding of time and place and help them to make sense of the world around them. We use a variety of strategies and resources to develop lively and enquiring minds. Visits and workshops are also arranged in order to extend children's knowledge and understanding within the framework of the national curriculum and beyond it.

## **Arts**

Great importance is placed on developing a capacity for enjoyment of the various creative media in two and three dimensional artwork. We encourage children to take a delight in drama, art, design & technology, music and dance. We aim to give them the skills to succeed in these activities, channelling individual talents whilst offering new experiences to all. At Christmas and summer we stage a production for the children to take part in, and parents are invited to come along.

## **Religious education**

R.E. is provided in school within the framework of the local authority's draft agreed syllabus. R.E. is taught in a thematic way and we aim to foster respect for religious and moral values and tolerance of other races, religions and ways of life. All parents have the right to withdraw their child from R.E. or assemblies. Any parents wishing to do so should discuss this with the head teacher in the first instance.

## **Physical education**

P.E. is a valuable subject which we teach through a variety of activities. Children, as they develop, are able to learn traditional sports such as athletics, netball, football, rounders, etc but also other activities such as dance, gymnastics and swimming. The school also provides experiences in outdoor and adventurous education with at least one opportunity of a residential experience during each child's primary school education. All children are expected to play a full and active part, at their own level, in this area of the curriculum and staff work hard to promote the school policy of full involvement and enjoyment. We cannot be held responsible for loss or damage to jewellery.

We plan a series of activities which are spread throughout the year and we endeavour to help all children to find something that they enjoy and can be good at.

Safety is obviously of vital importance and to this end we would ask parents to follow these guidelines:

- PE shoes (slip-on type for key stage 1 children – reception, year 1 and year 2)
- Shorts and t-shirt. Track suit or fleece for outdoor work, especially in winter.

Jewellery must not be worn for p.e. As earrings must be removed, newly pierced ears can cause a problem. We would ask parents to consider the timing of this procedure so as to cause the least possible disruption to their child's education, i.e by having ears pierced at the start of the summer holiday. When children begin swimming lessons parents will be notified of clothing requirements and the timing of lessons.

## **French lessons**

We have a part time teacher who teaches the children in key stage two. In this way we believe that we will provide pupils with the confidence to become fluent linguists in their time at secondary school. We also aim to give them an understanding of another European culture and to begin to understand how language works in terms of grammar and structure.

## **Sex and relationships education**

The school follows the guidelines set down in its policy for sex education, a copy of which is available on request. This topic is handled with sensitivity and discretion allowing time for discussion and reflection. The school nurse, who may assist the teacher with this subject is also available to offer information and advice to parents. In year 5/6 the children (with the consent of parents/guardians) are given information and a talk/video presentation on 'growing up'. This deals with general information on personal hygiene and puberty.

## **Homework**

A copy of our homework policy is available on request. Pupils are usually given homework two or three times a week. Parents will be notified at the start of the school year about which nights to expect homework and this may take the form of written work, interviewing people, reading, testing out an idea or research in books or on the internet if this is available. A homework diary is provided from year 2 so that parents can

give feedback about the child's work and whether they found it an appropriate challenge. This is designed to encourage the children to achieve some independence and self-organisation.

### **Sporting provision at Marton Manor Primary**

Children are encouraged to take part in a number of sporting activities during curriculum time and beyond the school day. Sports coaching is provided for children by qualified coaches on a weekly basis at specific times of the year after school. Our overriding aims are to develop individual skill levels, foster the need for teamwork, encourage after school participation if children show an interest and celebrate sporting achievements both in and out of school.

### **Extended schools**

Many sporting events and arts clubs are organised out of school hours. This includes art, gardening, cookery, dance, football, cricket, tennis, netball, rounders, tag rugby, drama and cross-country etc... some of these operate on a seasonal basis and we try to offer something to every age group during the year. Pupils also have the opportunity of having a residential experience as part of our outdoor education and adventurous activities when they are in key stage two.

### **Visits and charging policy**

All children have opportunities to take part in educational visits in connection with their school work. We normally ask parents to make voluntary contributions towards the cost of these outings. There is, however, no obligation to contribute. No pupil in the group will be omitted from the visit but often a substantial number of contributions need to be made if the visit is to take place due to budgetary constraints.

### **Special needs and disability**

The school provides a curriculum for children of all abilities. However, from time to time children are identified in various ways as having a special need. We have a senior member of staff who is designated special needs co-ordinator (SENCO) who is responsible for the liaison within the psychological services, learning support services and behaviour support services, after consultation with the head teacher and parents.

The first approach to addressing the needs of a child are examined within the school by means of providing a 'regular' school curriculum. It is possible however, that individuals may have special educational needs that are significantly greater than the majority of children of their age and may need to have some adjustments made to their learning. Children are monitored by their class teacher as a general assessment procedure. Staff are trained to ensure the head teacher or special educational needs co-ordinator are informed of any concerns they may have. Parents are kept fully informed if we have cause for concern. Mrs Blades is our school's special educational needs co-ordinator. The school has recently reviewed its policy on special educational needs and disability in line with local authority guidance and the current Education Act. This is available for inspection.

Some of our pupils have particular special educational needs for which they receive additional support. The school is also proud of its inclusion policy which seeks to ensure that all children are integrated into the life of the school as fully as possible. The school also has a policy for more able and talented pupils which helps us to ensure that work is matched to the individual's ability level. Their progress is carefully monitored to ensure that they are suitably challenged and fulfilling their true potential.

### **Transfer to secondary school**

The council operates a system of parental preference. Every parent will receive a copy of the authority's publication, "Secondary Education in Middlesbrough". The governing body adheres to the council curriculum policy statement. Most children in the immediate area transfer to King's Academy, and a small number choose Nunthorpe or Stokesley secondary schools. There are still catchment zones operating, but

other criteria are also used to help decide on school allocations. The education department can give advice on these issues.

**Statement regarding the education reform act (complaints about the school curriculum and other related matters)**

The James Cook Learning Trust has established a procedure for considering complaints from parents relating to the school curriculum, the charging and remissions policies of schools, religious education and collective worship. It is hoped that parents would raise any concern they might have about such matters with the head teacher in the first instance. If parents wish to make a formal complaint, details of the procedures available can be obtained from the head teacher or from the James Cook Learning Trust.

**Complaints Procedure (see complaints policy)**

In the event of a complaint about any other matter relating to the school, parents are asked to bring this to the attention of the child's class teacher in the first instance. If the parent feels that the matter has not been resolved an appointment may be made to speak to the head teacher. Failure to reach a satisfactory outcome may mean that parents will wish to pursue the matter with the chair of governors, by sending a sealed envelope to the school marked for their attention. Where a matter is not resolved to the parent's satisfaction it may then be pursued with the James Cook Learning Trust (Care of Lingfield Primary School, Buxton Avenue, Marton, Middlesbrough).

Parents may obtain paper copies of policies on request from the head teacher. A charge will be made for photocopying. A list of policies is available on the school website and James Cook Learning Trust website.

**Changes**

The information in this school prospectus was prepared and published in September 2018, relates to the 2018/19 school year and was correct at the time of going to press.

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 2019/19 school year or in respect of subsequent school years, arising for example, from variations in government or local authority policies for education.

**And finally!**

Thank you for taking the time to read our school prospectus.  
You will be sure of a warm welcome in school at all times.