



'Working together to achieve success'



Prospectus & Parent Handbook 2022 / 2023

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Highlights from our OfSTED 2019 Inspection Letter:

“One parent captured the views of many others when describing the school staff as ‘a fabulous team of dedicated, caring and talented individuals who ensure that all children are safe, happy and thriving’. This is clearly the case.”

“Teachers provide opportunities for real-life problem-solving, both in mathematics lessons and across the curriculum. Pupils make good progress during their time at Mossgate and are well prepared for the next stage in their education.”

“Pupils with SEND make good progress from their starting points and they – and their families – have a high calibre of support. As an inclusive school, you work tirelessly to reduce any barriers to learning that pupils may have.”

“There is a strong emphasis on reading for pleasure to extend reading beyond the school’s structured reading scheme.”



“Teachers plan activities across year groups that bring learning to life for pupils. Pupils who spoke to me said that teachers make their learning fun.”

“You and your staff provide exceptional care and support for pupils and their families.”

“It is clear to see how well teachers and teaching assistants adapt activities to ensure that pupils are motivated and stretched in their learning.”

“Pupils are very proud of their school and take pride in their work too. They know what they need to do to improve their work and enjoy celebrating their achievements in assemblies.”

“Teachers and teaching assistants ask questions which make pupils think hard about their work.”

“Leaders are swift in providing bespoke support when pupils fall behind with their work. Parents appreciate the support provided by staff and external agencies, which parents described as ‘beneficial to children’s mental health’.”

“The respect that pupils have for each other and the positive relationships fostered within the school contribute to the good progress that pupils make in a range of subjects.”

“It was clear to see from the football, computer and recorder clubs that after-school activities are well attended and enjoyed by pupils.”

Staff “work well with a range of external agencies to secure expertise to support pupils’ welfare, as and when necessary.”

‘Working together to achieve success’

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Welcome to Mossgate Primary School

Our school is a special place, where everyone who comes through our doors is welcomed into our warm and happy school community, is valued and is treated as a unique individual. We have high expectations of ourselves and of the children in our care. We do everything we can to enable every child, with their unique characteristics, to be the best they can be both academically and personally.

We help children to develop their personal and social skills and all the values that enable children to become responsible citizens in their local, national and global communities. To achieve this, we have a dedicated and supportive staff team, who work hard to make primary school life full of happy memories that the children will never forget.



We have effective and well-established partnerships with other agencies and organisations to ensure that we have access to specialist expertise to support children's learning and well-being. We also pride ourselves on working closely with parents too to ensure school is a partnership, working in the interests of every child.

We know we have achieved our goals when our pupils leave us with the knowledge, skills and confidence to make a positive transition to high school and when ex-pupils return to visit to tell us about their successes, how the skills for life they learned with us have influenced them, and that they wish they could come back!

This booklet will provide some key information you will need as a parent. You can find more information on our website and Facebook page. If there is anything else that you need to know, then please do not hesitate to contact us.

Mr R Smith (Headteacher) and all the Mossgate Staff and Governors



Our mission:

'Working together to achieve success'

- As active and healthy **individuals** who are inquisitive, have the belief to try new things and manage risks safely.
- As resilient, confident and independent **learners** who strive to achieve their best.
- As **honest, courteous** and **kind friends** who **respect** and value difference and have the **courage** to challenge discrimination.
- As active and **responsible** and **respectful citizens** who have a positive impact within their school, community and wider world.

At Mossgate Primary School we are committed to

'Working together to achieve success'

We strive to:

- Recognise **achievements** and celebrate **success** at every level ensuring all children aim high in everything they do.
- Provide a meaningful, exciting and **well-rounded curriculum** which builds on our locality and is accessible to all.
- Encourage children to be **ambitious** and **resilient** learners with the skills required to thrive.
- Create a **safe** and **inclusive** learning environment where children challenge themselves and take **risks** without the fear of failure.
- Ensure every child feels **valued** and builds healthy, trusting **relationships** – both on and offline.
- Work in close **partnership** with parents and other agencies.
- Instil our core **values** of kindness, courtesy, respect, responsibility, courage and honesty.

We will ensure that children:

- Understand how to live an **active** and **healthy lifestyle** both physically and mentally.
- Have the **confidence to challenge** ideas and opinions respectfully.
- Manage and regulate their own **feelings** and empathise with others.
- **Respect differences** and **challenge discrimination** within a caring and inclusive environment.
- **Value** themselves as **individuals** and nurture their **skills** and **talents**.



Staffing

We have an extremely dedicated and talented team of staff who support our children in many ways.



Senior Leadership Team

- Mr R Smith - Headteacher, Designated Safeguarding Lead (DSL), Teaching & Curriculum, Health & Safety, Finance, Professional Development and Parental Engagement
- Mrs H Taylor - Deputy Headteacher, DSL, Inclusion Leader and Educational Visits Coordinator
- Mr C Thwaites - Deputy Headteacher and Assessment & Behaviour Leader
- Mrs N Boswell - Special Needs & Disability Coordinator (SENDCo) and Mental Health Leader
- Mrs B Booth - EYFS & KS1 Leader, Early Reading & Phonics Leader and Volunteers Leader
- Mrs S Elwers - Science Subject Leader and Great Teaching Leader

Year group	Staff	Subject Leader Responsibilities
EYFS Team	Mrs B Booth Miss H Price - TA Miss M Doyle - TA	The Arts Subject Leader and Early Reading & Phonics Leader
Year 1 Team	Mrs Z Robinson Mrs R Brock - TA Mrs N Pierpoint - TA	D&T Leader
Year 2 Team	Miss L Head Miss J Butler - TA Mrs C Wright - TA	N/A - ECT
Year 3 Team	Mrs S Elwers (Maternity - Mrs H Wannop) Mrs M Strong - TA	Science Subject Leader Humanities Subject Leader
Year 4 Team	Mrs R Wood Mrs C Cassidy - TA	PE Subject Leader
Year 5 Team	Miss K Day Miss S Mead - TA	N/A - ECT
Year 6 Team	Mr C Thwaites Mrs N Boswell Miss S Myers - TA	English Subject Leader Foreign Language Subject Leader
Terrific Ten	Mrs H Taylor Mrs S Berry - TA Mr R Smith	SMSC Subject Leader (PSHEC & RE) Computing & Humanities Subject Leader
PPA	Mrs R Brock Miss H Price	Mindfulness
Office Team	Miss K Turnbull - Office Manager Mrs T Attwood - Administrative Assistant	
Site Team	Mrs L Foster - Site Supervisor Ms P Lancaster - Cleaner	
Kitchen Team	Mrs C Caprani - School Cook Ms S Balderstone - Kitchen Assistant Mrs K Ward-Banks - Kitchen Assistant	
Lunchtime Organisers	Mrs C Cassidy, Miss S Mead, Miss H Price, Mrs M Strong, Mrs R Brock, Miss S Myers, Miss M Doyle, Miss J Butler, Mrs N Pierpoint and Mrs C Wright	
Breakfast Club Team	Mrs R Brock & Mrs C Cassidy	

The School Day

Following consultations with staff, parents and governors during the summer of 2022, our compulsory school day increased by 20 minutes and is now from 8:25am until 3:00pm. Over the course of a school week, this equates to 32 hours and 55 minutes which includes breaks and lunches.

8:20am

- School bell rings and doors open for children to come in:
- **Reception:** enter through the Reception gate and then classroom door
- **Infants** through the infant corridor door on the infant playground which is next to the Reception area
- **Juniors** through the junior corridor door on the junior playground opposite the school field
- A member of staff will be at each corridor door to greet the children and assist with any difficulties. If you have any messages, please go to the school office who will then pass these onto the relevant members of staff.
- If it is raining, the doors will be opened at 8.15am to avoid children getting too wet - please note that we have little shelter in the playground.

8:25am

School bell rings and compulsory start time for all the children
Gates and doors closed
Late children need to enter through the main office**

10:20am – 10:55am

15-minute staggered morning break for Y1 → 6

11:45am – 12:45pm

Reception and KS1 lunch break

12:00pm - 1:00pm

KS2 lunch break - timings for playtimes may vary depending on timetabling

3:00pm

School day finishes for all the children
Children leave from their classroom doors

* It is important that children do not come into the playground too early. School is only responsible for children from 8:20am, when members of staff are on duty at the doors. Until this time, children are the responsibility of their parents and must be supervised.

** A record is kept of children who need to come through the main door after the doors and gates have closed at 8:25am. Any children arriving after 8:30am will have a late mark in the register. If they arrive after 8:55am, then this is classed as a 'U' which is recorded as a half-day absence.

Bringing and Collecting Children

We encourage parents and children to walk, scoot or cycle to school whenever possible. There are two pedestrian entrances to the school site, one at the junior end (next to the private nursery) and one at the infant end of the building (closest to the school office). The car park entrance must not be used by parents or children to enter the school site and only parents who have been granted permission by the headteacher can use the car park to park.

Unfortunately, we have no facilities for parental parking within the school grounds. If you wish to park and then walk, scoot or cycle your child into school, please park away from the school site so that the front of school is kept safe and clear.

Children should be collected from their classroom's external door by a parent. (Front of school: Reception, Y5 & 6. Playground to the rear: Y1, 2, 3 & 4.) Any children not collected at 3:00pm will be supervised by a member of staff at the school office until they are collected. If someone different is collecting your child, then please let the school office know so this information can be shared with the staff in your child's class. Afterschool childcare providers will also collect from classroom doors.

Parents may decide to allow older children to walk home from school to develop their independence and get them ready for high school. School needs to be notified when parents decide to make this arrangement before we allow your child to leave unsupervised. If parents want older children, who are walking home, to have a mobile phone, then they must complete the permission form from the school office. Children must hand in their phone at the school office when they enter the school grounds and collect at the end of the school day. If they fail to do this, they may have their phone confiscated in line with our Behaviour Policy - see 'Policies'.

Attendance and Punctuality

It is the responsibility of parents to make sure that their child attends school regularly. Our target is for all children to have at least **97% attendance**, which is above the national minimum attendance target set by the government of 96%.

Frequent absence significantly disrupts your child's education. If attendance falls below 97%, parents will be contacted by letter detailing our concerns. Children with attendance below 90% are classed as persistent absentees. Parents have a legal responsibility to ensure that their child attends school regularly and punctually. Poor attendance can lead to a referral to Lancashire County Council's Pupil Attendance Support Team (PAST) which could result in legal action being taken.

Punctuality is also very important. When children are late, they can often become distressed which disrupts their learning considerably. Children and families should aim to be in school from 8:20am when the classroom doors are opened. Children arriving after 8:30am will need to enter through the office and will be recorded as late. We will write to parents if we have punctuality concerns and ask to meet to discuss ways to improve.

Appointments

Appointments should be outside of the school day or between registration sessions. If you know in advance that your child is going to be absent for an appointment, then please contact the school office. We may ask parents to complete a 'Medical Evidence Slip' for the absence to be authorised by the school.

Illness and Medicines

If your child is ill and cannot come to school, you must contact the school office. We check registers every day and if we have not heard from you we will call to make sure everything is alright under our safeguarding obligations and can sometimes make unannounced home visits. When we have attendance concerns, we may ask parents for medical evidence before any absences are authorised.

Children who need to take medication daily to manage permanent conditions will be supervised as they take the medication. Any such medication is stored safely away from children. Parents will be asked to sign a form giving school staff permission to administer medicines to your child. If you feel that your child has special circumstances, please contact the Headteacher to discuss your particular case. Always let us know if your child has or develops a medical condition, such as asthma, diabetes etc. so we can update our records.

Unfortunately, the school accepts no responsibility for the safe keeping or administration of short-term medicines. No medication can be administered without a consent form from parents. Children with asthma should have an inhaler in school and are expected to carry it with them at all times.

If your child becomes ill during the school day and we feel they should be at home, we will contact you. If your child has a bump to the head, which our qualified first aiders deem not to be serious, we will send you a text to inform you that your child will be bringing a 'Bumped Head' letter home.

Holidays and Leave of Absence

The school's Attendance & Punctuality Policy states, **'No holidays in term time will be approved'**. Taking a holiday during term time can negatively impact on your child's learning and attainment. Parents must request an 'Application for Absence from School: Holiday / Extended Leave' form from the school office in advance of any planned absence and explain your situation. Mossgate Primary School is a successful school and every child plays their part in making it so. We recognise that attending school regularly, and on time, has a positive impact on learning, progress and therefore the best life chances for our children. Our minimum attendance for all children is at least 97% across the academic school year.

Missing out on lessons leaves children vulnerable to falling behind and government research shows that those with poor attendance and punctuality tend to achieve less academically. Good attenders also make better progress socially, learn to work with others, and are better prepared for the transition to secondary school and, eventually, higher education, training and employment. Absence or late arrival also disrupts teaching routines and so may affect the learning of others in the same class.

Authorised and unauthorised absence

Every half-day absence from school is classified as either authorised or unauthorised. This is why information about the cause of any absence is always required from parents/carers. As a school, we will always work with parents, and other agencies as appropriate, to understand the reasons underlying absence.

Authorised absences are mornings or afternoons away from school for a good reason, for example:

- Medical or dental appointments, which relate directly to the pupil and unavoidably fall during the school day - evidence may be required prior to authorisation.
- Illness of the pupil - evidence may be required prior to authorisation.
- Leave which has been authorised by the headteacher due to exceptional circumstances.

Unauthorised absences are those which the school does not consider reasonable, for example:

- Parents keeping children off school unnecessarily including absence / illness of siblings and other family members.
- Failure to provide medical evidence when attendance is a concern.
- Truancy during the school day.
- Absences which are not explained satisfactorily.
- Children who arrive at school after the register has closed.
- Shopping, looking after other children or birthdays.
- Day trips, leave and holidays in term time which have not been agreed by the headteacher.
- Days that exceed the amount of leave agreed in exceptional circumstances by the headteacher.

In every instance, it is the headteacher who determines whether an absence is recorded as authorised or unauthorised. This decision is often made based on information provided by parents, however, because the register is a legal document, the headteacher has a responsibility to ensure that it is completed accurately and in accordance with legislation. For this reason, parents may be asked to provide evidence of reasons for absence before authorisation is granted. For example, in the case of absence due to illness or medical appointments, evidence may be requested in the form of a prescription, prescribed medication, a medical appointment card or similar.

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school for other reasons like friendship difficulties or when struggling with learning. If your child is reluctant to attend school, please bring them to school and speak to a member of staff so we can resolve the issue(s), rather than trying to cover up their absence, or give in to pressure to let them stay at home. As a school, we will always work with parents, and external agencies as appropriate, to understand and address the reasons behind absence.

Persistent absence

The minimum attendance level which is expected at our school is 97%. When a pupil's attendance is at risk of falling below this level, we will consider whether it is appropriate to offer support in order to improve the situation. We will also use attendance levels from previous academic years to identify patterns and determine what steps may need to be taken to improve.

When a child's attendance falls below 90%, they are classed as a persistent absentee. Both local and central government pay particular attention to reducing the number of pupils who fall into the persistent absence category (PA). When attendance nears this level, children will have missed significant amounts of schooling; meaning that their educational progress is put at risk. The headteacher will contact families when attendance is a concern to look at how it can be improved and identify support which may be needed. Support may involve the need for parents, and children of an appropriate age, to agree to an attendance & parenting contract. Due to the seriousness of PA status, if there's no sustained improvement, such cases will be referred to a local authority, which could result in legal action being taken.

Punctuality

Poor punctuality is not acceptable. If your child misses the start of the day, they miss out on valuable learning and do not spend time with their class teacher getting important news and information for the day. Pupils arriving late also disrupt lessons, which can be embarrassing for the child and can in turn, encourage absence. Being 10 minutes late every day throughout the academic year is the same as missing two weeks of school.

If your child is often late you will be asked to meet with the headteacher to discuss ways to improve punctuality, but you can approach us at any time if you are having problems getting your child to school on time. Persistent lateness after the register has closed may result in further action – see Use of Penalty Notice.

Leave of absence

By law, maintained schools cannot authorise any leave in term time other than in exceptional circumstances. Pupils attend school for a maximum of 190 days each academic year – this leaves 175 days not in school. Taking a child out of school in term time will affect their education and progress as much as any other absence. Regular attendance is vital for your child's educational progress. The government expects that all parents ensure their child(ren) attend school daily and on time.

The headteacher is the person authorised by the governing body to approve leave of absence requests. Parents must complete the leave of absence form, which are available from the school office, as soon as possible and return to the school office for the attention of the headteacher. At Mossigate Primary School, **no holidays during term time will be approved with unauthorised absence(s) being recorded in the school register for every day your child is absent from school.** Parents should still complete the leave of absence form prior to making a holiday booking.

Leave of absence **will not** be granted unless:

- a request for leave has been made in advance, by a parent with whom the pupil normally resides (using the form on the school website or from the school office), **and**
- the headteacher considers that leave of absence should be granted due to the **exceptional circumstances** relating to the request.



Uniform to be worn throughout the year (optional summer uniform included) We have worked hard to ensure our uniform costs are kept to a minimum for parents, and recently consulted on changes. The only items which we insist have the Mossigate logo are school sweaters/cardigans and PE tops - the rest of our uniform can be purchased from local supermarkets.

- Mossigate embroidered navy sweater or cardigan with logo - required
- Generic light blue polo shirt - required (available with the Mossigate logo but not compulsory - optional)
- Generic grey trousers with grey socks - required
- Generic grey skirts or pinafore dresses with grey knee length socks / tights - required

Optional changes for the summer:

- Navy and white gingham checked dresses with white socks
- Grey shorts with grey socks

(Sweaters, cardigans and polo shirts with embroidered Mossigate logos are available from Young Ones, 226 Marine Rd Central.)

Footwear

Black shoes and plain black leather trainers are required with no visible logos, detail or coloured soles. Children should only have laced footwear if they can tie them independently. We strongly recommend that children in Reception, Y1 and 2, and those who cannot tie laces, buy Velcro shoes / trainers.

All footwear should be suitable for physical activity during playtimes. Boots, high heeled shoes and slippers/ballet pumps are not. Children will be asked to change into pumps if they are not wearing footwear which complies.

Shoes and Trainers Allowed



- ✓ Plain black leather shoes or trainers with black soles and no visible logos or detail.
- ✓ Velcro fastenings needed for children in Reception, Year 1 and 2 and those who struggle with laces.

Shoes and Trainers Not Allowed



- *No white soles.
- *No visible brand names (e.g. white or grey).
- *No detail.
- *No visible logos.
- *No fabric, suede or canvas trainers.
- *No bow details.
- *No 'slipper' or ballet shoes.

PE Kit to be worn throughout the year (with tracksuit when it is cold)

- Mossgate sports top - required
- Red shorts - required
- Slip on plimsolls with light coloured soles for indoor PE and trainers for outdoors - required
- Children in Reception do not need plimsolls, and will only need trainers in the summer term
- Navy blue tracksuit (please avoid hoods) will be needed when it is cold as children wear their PE kit to school on their PE days instead of their usual uniform - required

(Mossgate sports top with logo, red shorts and navy tracksuits available from Young Ones, 226 Marine Rd Central.)



Swimming Kit

Children go swimming in Year 5 every Friday afternoon at Carnforth Community Pool, and continue in Year 6 if they have not met the **National Curriculum requirements**. Trunks are required for boys and a one-piece costume for girls. Children should wear their PE kit to school instead of their usual uniform. Goggles may only be worn on medical advice. These are worn at pupil's own risk and parents must obtain and complete a disclaimer from the school office prior to goggles being used. Kit needs to be contained in a suitable, small bag.

Hair and Jewellery (parents consent to the following through our Home School Agreement)

No make-up, nail varnish, false nails, jewellery or fashion statements (large hair bows etc) are allowed. Long hair should be tied back away from your child's face. Hair should not have designs and lines shaved into it or be dyed. Children will be asked to remove make-up, jewellery and inappropriate hair accessories. If your child has pierced ears, studs must be worn for school. Earrings must be taken out for PE or left out on PE days. Please make sure your child learns, as soon as possible, to remove their own earrings. If you wish to have your child's ears pierced, the ideal time for this is at the beginning of the long summer holidays, so that they have time to heal and the earrings can be taken out for PE on your child's return to school in September.

Lost Property

Please ensure that all items of clothing are named so we can return them to your child. Any items without names will be placed in the lost property cupboard in the disabled toilet in the foyer. Remember, the best way to avoid loss of clothing is to name everything and to encourage your child to take responsibility for their belongings. We display lost property on a regular basis so parents can claim - any items left are 'recycled'.

Support with uniform

If you are struggling with the financial costs of uniform, PE kit and footwear, support is available. You can self-refer to the **Uniform Project** or ask to speak to the headteacher in confidence.

Home School Links

We believe that home and school must work together to ensure every child is happy at school and able to reach their full potential – 'Working together to achieve success'. To achieve this, strong and effective communication is vital.

If you have any concerns, no matter how small, or there is something that you would like to discuss, do not hesitate to contact the school office to request a call or meeting with the relevant staff member. We welcome any contact with you and you will find staff very friendly and approachable. Often, small changes at home can have a huge impact in how your child behaves at school, so please let us know if there are any changes in family circumstances which may affect your child. If we know, we can take these issues into account when supporting and working with your child. We will contact you also if there are any concerns in school regarding behaviour or learning.



Anyone who is willing to share their skills or hobbies with the children, or even give some of their time to come in and help, will be very welcome. Please contact the Mr Smith or Mrs Booth if you would like to be involved in any way.

Communication

We use the free School Spider app, to send app messages, seek your views through surveys and also as a booking system for parents' evenings and for extra-curricular clubs. You will need a code from the school office to be able to access these services for your child.

We also send out regular newsletters, including a monthly online safety newsletter, which provide information about events, achievements, school systems and diary dates for the weeks ahead. Newsletters are sent through the School Spider app and a link is also posted on Facebook so parents can download these from our website. Paper copies are available from the school office.

Payments

Mossgate is a cashless school and we use Parent Pay so you can easily make online payments for school dinners, trips and other one-off items, for example Y6 Leavers' Hoodie. By making the payment online, you also give parental consent for the trip, event or item. If you are unable to access Parent Pay, you can order a payment card from the school office and make payments at local stores.

Curriculum

At Mossgate we want to develop a love of learning through a curriculum that is engaging, broad, balanced and based on the development and application of knowledge and skills. We work hard to ensure lessons interest children, stimulate their imagination and develop independence and creativity. All teaching and learning is supported by a group of dedicated and skilled teaching assistants.

Children are grouped into three stages:

- Early Years Foundation Stage (EYFS) are children aged 4 – 5 (Reception)
- National Curriculum Key Stage 1 are children aged 5 – 7 (Infants)
- National Curriculum Key Stage 2 are children aged 8 – 11 (Juniors)

Early Years Foundation Stage (EYFS)

Our EYFS curriculum is an exciting and challenging curriculum that has been carefully planned so that whilst our children can play and follow their own interests, they also have an abundance of opportunities to learn vital knowledge and skills appropriate to their age and stage of development.

Children develop their knowledge, skills, confidence and independence through well-planned play and adult supported activities within indoor and outdoor learning areas. Children primarily learn through following their own interests and fascinations. Staff skilfully use children's interests as a starting point for developing and extending the children's learning across the seven areas:

Prime Areas

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Specific Areas

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

This does not mean that all of the children's learning is divided up into areas. In one activity they can be developing knowledge, understanding and new skills across several areas of learning at once. For example, in making and playing with play-dough, they may go to the shop to buy ingredients (Understanding the World), look at a recipe and talk about the instructions (Communication and Language and Literacy), count out spoonfuls of flour (Mathematics), mix and roll out dough (Physical Development), and then use their imagination to make snakes, animals, cakes etc. (Creative Development).

Our EYFS curriculum lays the foundations for all future learning in the National Curriculum and beyond.

National Curriculum

The school curriculum contributes to the spiritual, moral, intellectual, social, emotional and cultural development of the child. The National Curriculum is followed by all pupils of statutory school age and may be integrated with other subjects, as appropriate, through a topic or taught discretely. National Curriculum subjects are divided into core and foundation subjects.



- **Core subjects:** English, Mathematics and Science.
- **Foundation subjects:** Computing, History, Geography, Art and Design, Music, Design & Technology, Physical Education and Modern Foreign Language (French).
- **Other curriculum areas:** Religious Education, Personal, Social, Health & Economic Education and Citizenship (PSHEC) which includes Relationships & Sex Education (RSE) and Health Education.

Our website also provides information about the curriculum for each year group and each subject, along with related policies. Don't forget to access our school Facebook page to get the latest updates on the exciting learning taking place.

Educational Visits

Educational visits extend and enhance the learning opportunities available to the children. The school aims to provide a variety of experiences outside the school environment, including educational, cultural or leisure activities. A variety of residential visits are also offered to pupils throughout their time at Mossgate in KS2 which is part of our planned Curriculum Enrichment programme.

It is the policy of the school to ask for voluntary contributions towards the cost of some visits. The school will try to run all proposed visits, however, if there is little parental support, it will mean visits have to be cancelled. In cases of real financial difficulties, parents should discuss the matter with the Headteacher. Flexible arrangements for making contributions can also be organised.



Assessments, Testing and Reporting

Children are continually being assessed by the class teachers when they mark their work and observe them during lessons. This enables them provide feedback and plan activities to move their learning on.

Tests and teacher assessments give us the opportunity to track children's progress and set individual targets for them. Schools are required to administer a series of statutory tests:

- In **Reception**, children complete a baseline assessment typically within the first two weeks of starting school in **September**.
- In **Year 1**, children are assessed using the Phonics Screening Test in **June**.
- In **Year 2**, children are assessed in **May** through Teacher Assessment, supported by Statutory Assessment Tests (SATs) in English: reading and spelling, punctuation and grammar and Mathematics: arithmetic and reasoning.
- In **Year 4**, children are assessed through an online multiplication assessment in **June**.
- In **Year 6** children are assessed through the Statutory Assessment Tests (SATs) in **May**. The tests cover:
 - English: reading and spelling, punctuation & grammar
 - Mathematics: arithmetic and reasoning.

It is very important that children are present for these assessments and therefore, no leave of absences will be permitted during these dates.

Test results only ever give a snapshot picture of a child's achievements. The information in their annual report, which you receive at the end of the summer term, gives you a more complete understanding of strengths, progress, effort and what your child needs to do next to improve. We provide formal opportunities for you to meet with the class teacher in the autumn and spring terms when you can discuss your child's behaviour, academic progress and the next steps in their learning.

Please remember that any time, if you want to talk to someone, you can make an appointment to see the class teacher, the SEND Co-ordinator, a senior leader or the Headteacher.

Physical Activity and Clubs

We value the importance of physical activity in developing children's levels of fitness, confidence and positive attitudes towards active and healthy lifestyles. Physical activity provides opportunities for our children to be creative, competitive and to face different challenges as individuals, in groups and teams.

Children in KS1 and KS2 fulfil the recommendation of two hours of physical activity per week. We work in partnership with Bay Leadership Academy who support us with many opportunities for competitive sport and also local organisations, who provide Outdoor and Adventurous Activities (OAA) to children in KS2, which have recently included ghyll scrambling, kayaking, paddle boarding, caving and climbing.

We are keen to promote healthy competition, and we take part in lots of sporting competitions with other schools from the Lancaster and Morecambe district. Our children also compete half termly by representing their house team. We organise an annual sports day during the summer term with children again competing in their house teams.



Our talented and dedicated staff provide a wide range of extra-curricular clubs. Clubs run for a whole term and parents are asked to sign up online using the School Spider app. Parents are asked to tell us whether their child will be collected or will make their own way home. We also urge parents to let us know if their child cannot attend a club for any reason. If clubs have to be cancelled at short notice, we will send a text message or contact you by phone.

The Daily Run

At Mossgate, we prioritise physical activity as research shows that this improves children's physical and mental health. The following 'Frequently Asked Questions' have been taken from ['The Daily Mile' website](#).

Will a child find a mile too far and is it inclusive?

The emphasis is on the time not the distance. The Daily Mile is so-called because in the 15 minutes, 75% of the younger children (3-7 years) and 90% of the older children (8-12 years) average a mile or more.

The Daily Mile is fully inclusive – every child participates regardless of age, ability or circumstance. Children with special or complex needs are supported to take part at their level. What counts is not the distance, but the fact that they all participate in 15 minutes of daily physical activity, outside in the fresh air.

Will The Daily Mile tire the children out or stop them from doing their school work?

Quite the opposite! There is a proven link between daily physical activity and raised attainment. The Daily Mile has been shown to increase concentration levels, reduce challenging behaviours, and improve attainment in SATs. Parents have also reported that their children are eating and sleeping.

When does it take place?

It happens outside so that the children get the full benefits from running in the fresh air with their friends, in almost all weathers. The time will vary daily as teaching staff will decide when it is beneficial based on the weather and children's concentration levels.

Won't the weather be a problem?

The weather is a benefit not a barrier; the children respond well to the seasons and enjoy connecting with nature. Teachers choose when they'd like to take their class out and they use a common-sense approach – not in heavy rain or when it's icy underfoot, but if it's cold, drizzly, misty, windy or warm that's all fine and is really enjoyed by the children. Children wear clothing appropriate to the weather – jackets on if it's cold or damp, sweatshirts off if it's warm. This sensible approach helps build resilience in children.

Does The Daily Mile adversely affect children's joints?

Regular running is good for the physical development of children as, among other things, it helps to improve bone density and muscle tone – both extremely important factors in a healthy body. A strong body – and strong muscles – are more likely to protect the joints.

The Daily Mile lasts only 15 minutes which is not an excessive amount of time for children to be active.



What about the children's footwear?

We always advocate that children's school footwear should be suitable for active play. The Daily Mile is an extra 15 minutes of physical activity in the school day, alongside morning break (15 minutes) and lunchtime playtime (30 minutes) which children do not change for. Like many schools, we have chosen to make plain black trainers with no white detail or visible logos, part of our school uniform.

The teaching of good behaviour

Our values curriculum, Personal, Social, Health, Economic & Citizenship (PSHEC) curriculum, PE curriculum and Religious Education (RE) curriculum are central to developing the Spiritual, Moral, Social and Cultural (SMSC) development of every child as part of an exciting, relevant and challenging curriculum.

- **Values curriculum and expectations** – through assemblies and lessons throughout the school year, children explore our six values of: Kindness, Honesty, Respect, Responsibility, Courtesy and Courage. These values are reinforced through our school expectations which are displayed around school and reinforced through lessons and assemblies. All staff refer to these when speaking to children about their behaviour and attitude to learning:
 - We show **kindness** to all.
 - We are **responsible** in everything we do.
 - We **respect** others and property.

- We are **honest**.
 - We are **courteous** to all.
 - We use **courage** to challenge ourselves and others.
- **British Values** – through PSHEC lessons, assemblies, significant events and the wider curriculum, we teach children about democracy, the rule of law, individual liberty, mutual respect and ‘tolerance’ of other faiths and religions.
 - **PSHEC curriculum** – children are taught about healthy relationships, friendship, bullying, naming and recognising feelings, calming down strategies and peaceful problem-solving techniques.
 - **PE curriculum** – children learn about how to participate and compete respectfully whilst showing our school values.
 - **RE curriculum** – children learn about different religions and develop an understanding and acceptance of different beliefs and faiths.
 - **Computing curriculum** – children learn about personal information, privacy, cyberbullying, how their actions online have consequences and what to do if they feel uncomfortable or unsafe.

(Staff/Parents/Children are informed of the systems we have in place to filter and monitor their children’s online use at school. In addition to this, we notify parents of what the children will be asked to do online in lessons – including the sites they will be asked to access and whether they will be interacting with anyone online as part of their curriculum.)

Positive Recognition and Reward Systems

Our positive, restorative approach to supporting children in managing their behaviour focuses on praise, and other rewards, to reinforce positive choices and promote self-esteem. We believe this leads to success at school. We have a number of reward systems to promote good behaviour and learning.

- **House Teams and points:** All children are placed into one of four teams when they start at Mossgate: Purple, Red, Blue and Green. Children can earn house points for a variety of reasons which may include: good behaviour, manners, effort and excellent work. House points are displayed in every class with the total announced in our weekly celebration assembly each Friday.
- **Celebration Assemblies:** These are held every Friday with Star of the Week, Golden Book names, best attendance, team points and out of school awards celebrated.
- **Star of the Week:** Class teachers choose two stars from their class every week. Children’s photos are displayed in the school hall for the whole week and they are awarded a certificate. Parents are given a week’s notice so they can hopefully attend.
- **Golden Book:** Every class has a special Golden Book which staff and children use to record children who have been spotted using their values. The Golden Books are read out during our weekly celebration assembly by the class teacher.
- **Positive Postcards:** Staff send home postcards weekly celebrating children’s achievements.
- **Marble in the jar:** Classes earn a marble in the jar for whole class achievements like best attendance in our celebration assemblies, or all meeting their home reading target. When the class earns ten marbles, together the vote for a whole class reward.
- Children who produce particularly good work or demonstrate improvements in behaviour, may be sent to the **Headteacher** or another member of **staff for praise** which is often then shared on the school **Facebook page**.
- **Home Reading:** Children who meet their weekly home reading target have their photo displayed on their classroom door. Reading records are reviewed and displays updated every Thursday in the juniors and Friday in the infants. We also celebrate the class percentage in our celebration assemblies using the ‘Reading Around the Block’ display in the hall.
- Children are encouraged to bring to celebration assemblies, **awards they have earned outside of school** so we can celebrate these – parents are invited into the assembly as well.

Restorative Practice

The school embraces Restorative Practices as a means of empowering staff to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspiring, motivated and responsible pupils.

Restorative practices constitute an innovative approach to inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. This approach fosters awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the

doer and rejects the act not the actor, allowing participators to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community. Through a restorative practice approach, we will:

- Improve behaviour and attitudes.
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm.
- Establish rights and responsibilities.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

Pupil support systems

Staff work hard to develop an environment in which children feel safe and protected. We teach them to speak to trusted adults if others treat them in a way that hurts them, makes them feel unhappy or uncomfortable. We also work hard to create a culture in which children know that their concerns are taken seriously and will be addressed, with their involvement until they are resolved. Due to break and lunch times being in phases, they are staffed by a TA and teacher from each of these phases: Reception, Year 1 & Year 2; Year 3 & Year 4; and Year 5 & Year 6. As a result, children have a trusting relationship with these members of staff, allowing any conflicts or disagreements to be dealt with appropriately.

Support and advice will be sought for children who show challenging behaviour from: specialist teachers, Educational Psychologists, medical practitioners and others depending on identified needs. We monitor incidents of unacceptable behaviour carefully and establish additional support strategies for those behaviours staff find most challenging. When a child is identified with acute needs, we liaise with external agencies and plan support programmes for that child. We work with parents to create the plan and review it on a regular basis.

Liaison with parents

We recognise that ongoing communication with parents is vital. Parents will be contacted when we have concerns about behaviour at an early stage so that we can work together to support their child. Children who are persistently involved in low level disruptive behaviour, will be invited into school to plan the best way forward with their class teacher, Headteacher / Deputy Headteacher and SENDCo as appropriate. This may involve a personalised behaviour plan being implemented and support being accessed from other agencies.

Parents who experience challenging behaviour at home are encouraged to share their concerns with school by arranging to meet with the class teacher in the first instance. An Early Help Assessment may be suggested so that we can better understand the needs of the family and identify the best possible support and next steps.

Parents views are sought when the Behaviour Policy is reviewed and through the annual parental survey.

Home School Agreements

Expectations of behaviour are detailed in our Home School Agreement which parents sign when their child joins in Reception and again when they join key stage 2. The agreement also includes consent for photos, local visits and other activities.

Unacceptable Behaviour

As well as rewards for positive behaviour, it is important that we deal with any unacceptable behaviour in a clear and consistent way. Staff must deal with situations they encounter, so that they establish and develop their own expectations and relationships with children. If one child is behaving poorly in class and distracting others, or is constantly taking up teacher time with poor behaviour choices, then the learning environment suffers. The classroom is a place for learning and it is important that we ensure that is how it is seen by all children.

All staff have access to a secure online system – CPOMS – allowing staff to record incidences of unacceptable behaviour with the relevant staff immediately and securely. This system allows staff to track and monitor the behaviour of individual children within school, which allows us to better support our children.

Sanctions

When poor behaviour is identified, sanctions are implemented consistently and fairly. We have clear sanctions for those who do not comply with our expectations, which may include:

- Extra work or repeating unsatisfactory work until it meets the required standard.
- Working in another class or area in school.
- Loss of privileges, which may include responsibilities, non-uniform days or school visits.
- Litter picking, weeding or cleaning.
- Regular reporting to designated staff members to reflect on behaviour and learning.
- Internal isolation – child works away from the class on their own.
- In more extreme cases we may use temporary or permanent exclusions – see Exclusions section.

Although persistent, or serious misbehaviour needs recording, every child must feel that every lesson is a fresh start; however, sanctions may occur over several days.

Values

It is our values that determine our thinking and behaviour. The ethos of our school is built upon our core values of kindness, respect, courtesy, honesty, responsibility and courage. These values are closely aligned to the **government's British Values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through a values-based curriculum, a positive culture for teaching and learning is created which is based upon valuing ourselves, each other and the environment.

Our values are addressed directly through lessons, assemblies and across the whole curriculum. Each half term we focus on a particular value. We learn to understand what the values looks like and how we can demonstrate the value: in the way we behave, in our attitude towards each other and in our learning. Parents are also encouraged to develop the value at home.

Values	Term	Links to the Government's British Values
Kindness	Autumn 1	Respect and tolerance, Mutual respect
Respect	Autumn 2	Respect and tolerance, Mutual respect, Democracy, Individual liberty
Courtesy	Spring 1	Respect and tolerance, Rule of law, Mutual respect
Honesty	Spring 2	Rule of law, Respect and tolerance
Responsibility	Summer 1	Individual liberty, Democracy, Respect and tolerance, Mutual respect
Courage	Summer 2	Rule of law, Democracy, Respect and tolerance, Mutual respect, Individual liberty

Our six school values are reinforced through our **school expectations** which all staff refer to these when speaking to children about their behaviour and attitude to learning.

- We show **kindness** to all.
- We are **responsible** in everything we do.
- We **respect** others and property.
- We are **honest**.
- We are **courteous** to all.
- We use **courage** to challenge ourselves and others.

Every class has a **Golden Book** and when children are 'spotted' using their values by staff and other children, their names are entered into their class Golden Book and read out in our weekly celebration assembly every Friday.



British Values

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. The government advice can be found [here](#).

Our Values curriculum, PSHEC curriculum and RE curriculum are fundamental to the teaching of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Through this work we actively challenge opinions or behaviours which are contrary to these values. Examples have been listed under each of the British values below, but will also be evident in our key learning documents within the different subject areas. Examples can be found on our website.

Breakfast Club

We have a breakfast club which is manned by our school staff and opens from 7:30am. (Please note that children remain the responsibility of parents until we open and must not be left in the school foyer unsupervised.) From 7:30am, it costs £3.00 per session and £2.00 from 8:00am. This includes breakfast, activities and childcare until the start of the school day when your child will be taken to their class.

There is no requirement to pre-register your child to use the breakfast club and it can be used as flexibly as you need. Simply turn up on the morning, as often or as little as you need the facilities, for early morning childcare.

After School Clubs

Mossgate Day Nursery Limited run an after-school club which is based in the nursery building - this is a private company and not connected with the school, although we have a close working relationship. Each child is assigned a key worker who will always be happy to discuss your child's progress or answer any concerns you may have.

Their experienced staff, who have all completed an enhanced check with the Disclosure and Baring Service and are qualified to a minimum of NVQ level 2, plan and lead age-appropriate play and other activities such as art, IT and cookery sessions. They also have access to board games, games consoles, books, role-play and the school field - weather permitting.

The after-school club is open from 3:00pm to 6:00pm every day the school is open and costs £13 per session which includes a drink and light snack. There is no charge for bank holiday Mondays or for any other days they are closed. For more details call 874540 or email admin@mossgatedaynursery.co.uk.

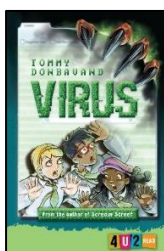
Time for Nursery, 458 Heysham Road, also operate an after-school club and collect from the school. For more details you can call 851288 or email time4nursery@gmail.com.

Home Reading

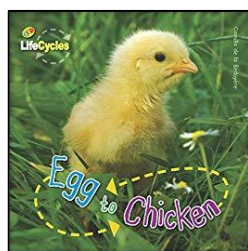
Home reading is very important and takes high priority at Mossgate. Children have access to a wide range of different books and are expected to read daily with an adult.

- In **Reception and KS1** (infants), children's home reading books are linked to the phonics phase they are secure at. Children will receive two books each week that will be changed on a weekly basis. Parents are asked to make comments and sign their child's Home Reading Record to show that they have supported their child with their reading. These comments are used by staff to monitor the frequency of reading at home and provide additional support to children in school.
- In **KS2** (juniors), children's home reading books are linked to their reading ability. Children have a reading level range (known as a ZPD in school) which staff and children use to choose suitable books. Book levels are based on: 1) average sentence length within the book 2) vocabulary difficulty within the book.

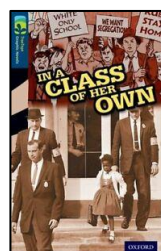
Books can have the same book level (see label on the book spine and inside of the book cover) but look very different. The books below all have the same reading level of 3.3 and therefore are equally as difficult to read with some of the titles appearing to be easier – never judge a book by its cover! On the spine, the book also has an additional code of LY (Lower Years – age 5-8) or MY (Middle Years – age 9-13). Children in Years 3 and 4 can choose books from either LY or MY depending on their maturity.



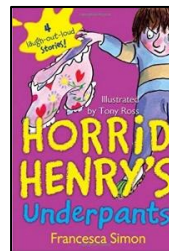
MY 3.3



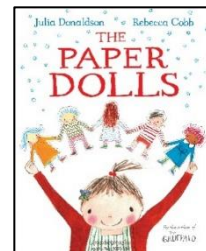
LY 3.3



MY 3.3



LY 3.3



LY3.3

When your child has read their book, they will complete a comprehension quiz online at school. We want children to score at least 80% in the quiz which will show that they have understood the book and it is at an appropriate level for them. Teachers and Teaching Assistants will monitor the quizzes and book difficulty closely. Sometimes children will be asked to revisit a book and quiz if we are concerned they haven't read the book fully.

Reading at home is tracked in every class weekly with children's photos displayed and celebrated on classroom doors and posted to our school's Facebook page. If a child fails to meet their weekly reading target, we follow our tiered system:

- 1) Text sent to parents reminding them of the reading target
- 2) Class teacher contacts the parent to talk about the importance of home reading
- 3) Headteacher writes to parents to stress the importance of home reading
- 4) Meeting with the headteacher to discuss next steps to improve home reading



We love to celebrate reading and we award reading certificates every half term. We also celebrate other reading and organise competitions and events regularly.

Homework

Daily home reading with an adult has the biggest impact on learning and therefore has the highest priority at Mossgate. In addition to home reading, we send home weekly spellings in the juniors and in years 2 to 6 we ask children to practise their multiplication and division facts weekly. Additional homework is set for children in Year 6 to consolidate learning and prepare them for secondary school.



Joining the school

Whether moving into the area, or moving school due to a change of address or other reasons, the process to join Mossgate is managed by Lancashire County Council's local 'Pupil Access Team'. Please note that schools can no longer agree to admit pupils without the involvement of the local authority, however, parents may wish to contact us to ask if we have a place. You can call the Pupil Access Team on (01524) 581148 or email at: pupilaccessteam.north@lancashire.gov.uk

Before admission, parents/carers will be asked to complete a data form and to sign a 'Home School Agreement' – a copy can be found at the end of this document.

The standard number for admissions at this school is 30 children per class. The governors are committed to keeping class sizes at this level, as they believe this will enable the school to provide the best education for the children. If there are already 30 children in the class you wish your child to join, you will be told that there is no place currently available. If a child is refused a place, parents have the right of appeal and should contact the Lancaster Education Office for further details.

Safeguarding

If you have any safeguarding concerns about a child, you must act by reporting your concerns. If a child is in immediate danger, call the police straight away on 999. You can report concerns directly to **Lancashire County Council** by calling **0300 123 6720** or out of hours **0300 123 6722**.

The **NSPCC** allows you to report concerns online, by phone and email. Their website also contains lots of information, including: [Spotting the signs of child abuse](#), [Keeping children safe online](#), [Children's mental health](#), [Sex and relationships](#) and [Talking about drugs and alcohol](#).

At Mossgate Primary School, we are committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil. With regard to '**Keeping Children Safe in Education**' (2022) and '**Working Together to Safeguard Children**' (2018), we implement a whole-school preventative approach to safeguarding, ensuring that the wellbeing of all pupils is at the forefront of all action taken.

Our whole-school approach includes:

- A **broad and balanced curriculum** which teaches children to be safe and manage risks on and offline through PSHEC, Computing, Science, RE and PE
- Safe and **secure site** and building
- Robust **safer recruitment** practices
- Regular and effective safeguarding **training** for all staff in school regardless of their role - based on the latest national and local guidance
- Clear and detailed **induction** procedures for staff and volunteers
- Effective **procedures** for raising low-level concerns, whistleblowing or serious allegations
- Strong safeguarding **leadership** from senior leaders and governors
- Effective **partnership** working with the local authority, police (including Operation Encompass - see below), NHS and other agencies



We recognise that **no single professional can have a full picture** of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

All adults will:

- Maintain an attitude of '**it could happen here**' where safeguarding is concerned
- Be proactive to provide a **safe and secure environment** in which pupils can learn
- Ensure **ALL** children have opportunities to communicate and know that they are **listened to**
- Consider, at all times, what is in the best interests of the pupil with a **child-centred approach**
- Contribute to, and maintain a **high safeguarding ethos** within the setting, with safeguarding pupils at the forefront of practice at all times
- Have a **zero-tolerance approach to abuse**, including child-on-child abuse

Staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop because of our day-to-day contact with children. Observations and concerns are logged electronically by all staff and shared with the DSLs. Parents should be aware, therefore, that where it appears to a member of school staff that a child may have been abused or neglected, we are required, as part of the nationally agreed safeguarding standards, to report any concerns to Lancashire County Council's Children and Young People's Services. Our 'Safeguarding & Child Protection Policy' can be found at the bottom of this page.

Key Concerns

- If you have any concerns about **another adult** (school staff, supply staff, coaches, visitors or volunteers), you must raise these with the DSL, Deputy DSL or senior leader in their absence.
- If you have concerns about the **headteacher**, raise these with another DSL and / or member of the SLT, who must refer it to the chair of governors and LADO.
- Any concerns regarding the **safeguarding practices** at Mossgate, you must raise these with the headteacher or a senior leader following the **whistleblowing procedures**.
- If you feel unable to raise your concerns with a senior leader, you should access **other whistleblowing channels** at LCC, see email and phone number below, or the NSPCC whistleblowing helpline (0800 028 0285).

Key Contacts

- Designated Safeguarding Lead (DSL): Rob Smith
- Deputy DSL: Helen Taylor
- Safeguarding Governor and Chair of Governors: John Manley
- Vice Chair of Governors: Nichola Buczynski

- LADO (Local Authority Designated Officer): 01772 536694
- MASH (Multi Agency Safeguarding Hub): 0300 123 6720
- Whistleblowing: 01772 532500 - press 1 for financial matters and 2 any other concerns WhistleblowingComplaints@lancashire.gov.uk

Early Help

All families can have times when difficulties arise and they either may not recognise it or may not know how to start putting things right. At MossGate we believe in 'Working together to achieve success' for all of our children by working with families to provide early help and support: signposting to other organisations, making referrals or completing an Early Help Assessment.

Early Help Assessment

For those children and families whose needs and circumstances make them more vulnerable, or where schools need the support of other agencies to meet the needs of the family, a coordinated multi-agency approach is usually best. In Lancashire, this is achieved through undertaking an Early Help Assessment and assigning a Lead Practitioner to work closely with the family to ensure they receive the support they require. At MossGate, we believe that we are a key partner in any multi-agency work to support families due to the excellent relationships we develop.

What is Early Help?

Early Help means providing help for children, young people and families as soon as difficulties start to emerge or where it is likely that issues will impact negatively on children's outcomes. At MossGate, we follow the Lancashire County Council guidance and protocols in terms of the Early help offer.

Early Help...

- is for children of all ages and not just the very young.
- can be very effective in supporting a child, young person and/or their family to step down from statutory services as well as preventing the escalation of issues.
- is important because there is clear evidence that it results in better outcomes for children.

Lancashire County Council recognises that Early Help is a term that describes much of the everyday work of schools. <https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/>

Early Help in Lancashire

The vision of all partner organisations working with children and families in Lancashire is to improve children's lives by working in partnership to raise aspirations, build achievement and protect the most vulnerable. This is based on the belief that:

- Children, young people and families develop resilience if there are protective factors in place such as: a positive relationship with an adult; good literacy and communication skills; good school attendance; and, parents in or actively seeking/ready for work
- Children's needs are best met when help is offered in a universal setting within a socially mixed group and early on when problems start to emerge
- Children and young people's needs are best met when addressed in the context of the whole family, meaning that parents/carers/siblings' needs are addressed with consent as part of a holistic and integrated Early Help response

Early Help services should **support** and **strengthen** families so that they can **thrive**. We follow the **Working Well with Children and Families Guidance**

<https://www.lancshiresafeguarding.org.uk/media/19299/wwwcf-part-1-and-2-final.pdf>
https://panlancshirescb.proceduresonline.com/pdfs/WWWCF_3_Lancs.pdf

Operation Encompass

At MossGate, we work hard to safeguard our children through our curriculum and close partnership working with different agencies. Operation Encompass is one tool we use to support us and the following explanation has been provided by the Operation Encompass team.

'Operation Encompass is a unique Police and Education early intervention safeguarding partnership which ensures that a child/ young person's school/ college is informed, typically prior to the start of the next school day, that there has been a domestic abuse, vulnerable child or missing incident to which the child or young

person has been exposed, and which might then have an impact on them in school / college the following day.

Each school/ college is informed of all such incidents, not just those where an offence can be identified or those which are graded as high risk. The partnership recognises that all domestic abuse, vulnerable child and missing incidents can be harmful to children and young people.

This information will be shared throughout the year, including holidays and weekends. Information will only be shared with the school / college by the police where it is identified that a young person was present, witnessed or was involved.

A nominated member of staff, known as a Key Adult, has been trained to liaise with the police. At *Mossgate Primary School* our Key Adults are *Mr Smith & Mrs Taylor*. They will be able to use information that has been shared with them, in confidence, to ensure that the school makes provision for possible difficulties experienced by children or their families. The Key Adults will keep this information confidential and will only share it on a need-to-know basis, for instance, to teaching staff for the child or young person. It will not be shared with other school students.

This national initiative has been implemented across the whole of the Lancashire Police area. If you would like some more information about it, you can view it online at www.operationencompass.org.

Special Educational Needs and Disabilities (SEND) and Inclusion

At Mossgate we believe that all children have a right to the highest quality education and operate a policy of inclusion where all children have access to a broad and engaging curriculum.

In order to ensure that all needs are met, we have devised an 'Inclusion Continuum of Need' which we use to identify and assess the needs of children and target additional help and support. (The child will also be added to our school Special Educational Needs and Disability (SEND) register.) We will discuss this with parents and devise a 'Level 2+ Children with Additional Needs Action Plan'. This will be reviewed at least termly, with parents invited to discuss and give their view with the class teacher.

If, despite this help, we are still concerned that a child is not making progress, we will increase the help and support that is provided. We will seek additional advice and expertise from external professionals not directly employed by the school, which may include: specialist teacher, Educational Psychologist, Speech Therapist etc.

In a small number of cases, where a child meets the Local Authority (LA) criteria for Statutory Integrated Assessment, we will refer the child to the LA so they can consider making a detailed assessment of the child's needs and consider writing an Education, Health and Care Plan (EHCP). Any referrals to the LA will be fully discussed with parents beforehand. For pupils who have an EHCP, we will hold a statutory review and meet all statutory requirements.

We value the help that parents can give us and appreciate them sharing any concerns a child may have had previously or during their time with us. Should a parent have concerns about the progress of their child, they should discuss them first with the class teacher. If there continues to be a cause for concern, then this should be brought to the attention of the Special Educational Needs and Disability Co-ordinator (SENDCO).

Additional information about SEND and inclusion can be found on our website under 'Curriculum'. If you require any further information, please contact Mrs Boswell (SENDCo) or Mrs Taylor (Deputy Headteacher & Inclusion Leader).

Free School Meals

If you get any of the qualifying benefits (see below), your child will be entitled to free school meals and school receives extra funding (called Pupil Premium – worth over £1000) to support your child's learning in school.

Qualifying benefits:

- Universal Credit with a household income of less than £7,400 a year (after tax and not including any benefits you get)
- Income-Based Jobseekers' Allowance
- Income-Related Employment and Support Allowance
- Child Tax Credit, **not** entitled to Working Tax Credit and household income less than £16,190
- Support under part VI of the Immigration and Asylum Act 1999
- Guarantee element of State Pension Credit
- Income Support
- Working Tax Credit 'run on' – the payment you receive for a further four weeks after you finish work



You can apply by calling or (01524) 581207 or online by searching for 'Lancashire free school meals'. You will need your name, date of birth, telephone number and national insurance number. Eligibility will either be confirmed over the phone or by email within 5 working days – remember to check you spam or junk email folder.

We are able to provide free school meals as soon as authorisation has been received but any school dinners taken in between your child starting with us and school receiving this authorisation, unfortunately, will have to be paid for.

School Dinners

Your child has a choice of either a healthy hot meal cooked and prepared on site or a packed lunch brought from home. You may, of course, prefer your child to go home to eat with you. We do provide the facility for children to stay for school lunch for part of the week and bring a packed lunch for part of the week. A school packed lunch option is also available in school during the summer months. Full details of these facilities are available from the school office.

If you wish your child to have school dinners, you can pay online using Parent Pay - £2.40 per meal. Ad hoc dinners can be ordered from the school office on a day to day basis and the deadline for ordering is 9am. Ad hoc dinners should be paid for at the point of ordering, using Parent Pay, but if your child needs a school dinner, and you have a problem paying at the time of ordering, please speak to the office staff.

Dinner menus run on a three-week rotating cycle and a copy of these or the current weekly menu can be obtained from the school office or online at: <http://www.servinglancashire.org.uk/index.php>. Children choose their meals from the menu to ensure they have something they like.

Packed Lunches

If your child prefers food from home, please put it in a clearly named lunch box. Small sealed containers of fruit juice, cordial or water are ideal for your child's drink. In our efforts to promote a healthy lifestyle, sweets, crisps, chocolate bars and fizzy drinks are not allowed in school and parents are asked not to include these in a packed lunch.

Please let the headteacher know if your child has any special dietary requirements e.g. due to a medical issue, so that appropriate arrangements can be made. If you wish to change your child's meal arrangements, please let the school office know as soon as you can.

Milk and Water Bottles

We encourage every child to bring a freshly filled water bottle to school every day so that your child can access water at any time; this avoids dehydration and helps children's ability to concentrate.

Unfortunately, due to funding changes by Lancashire County Council, children under five will only now receive free milk in school to the end of the term prior to their fifth birthday. For other KS1 classes, there is a charge of £13 per term for this, details of which can be obtained from the school office. If your child is granted free

school meals (see qualifying benefits above), then they will also receive free school milk. Unfortunately, school does not have the funds to meet the cost in cases of non-payment and the provision of milk in this instance, sadly has to be withdrawn.

Snacks and Drinks

The school is part of the National Fruit for Schools scheme which means that all children in Reception, Year 1 and Year 2 are offered a free piece of fruit for their morning break.

Children in Key Stage 2 may bring a small piece of fruit to eat or a healthy drink (**fruit juice, water or cordial in a plastic or cardboard container**) at morning playtime if they wish.

Friends of Mossgate PSFA

The Friends of Mossgate PSFA (Parents, Staff & Friends Association) have been successful in raising money for the school and are always looking for new members - everyone connected with the school is welcome. The association's aims are to foster relationships between the school and the community and work for the benefit of the children.

The PSFA organise social and fundraising events for the school in which everyone in the community is welcome to participate. During the summer term, they also organise a gardening club which grows plants and vegetables which they sell.

Organisational meetings are held every half term and all are welcome to attend and share ideas - look out for the dates on Facebook and in the newsletter. If you would like to become involved by attending meetings and organising, working with others to run a school event or volunteering time away from an event (organising prizes, tearing up raffle tickets or wrapping gifts) then please contact the school office.



Data Protection and Privacy Notice

Information collated from the Pupil Information and Data Collection forms is stored electronically in school. The information is treated as confidential and can be only used by members of staff who are given permission by the Headteacher. We also share pupil information when necessary with relevant organisations and partners which includes: Department for Education, Lancashire County Council, NHS and other health related agencies, online learning platforms, high schools etc. Our 'Privacy Notice' can be viewed online by accessing the 'Accountability' menu on our website.





Who are school governors?

All schools need a good mix of people from their local community, from all walks of life, who can bring different viewpoints, experience, skills and fresh ideas with them. Governors can be parents, staff at the school, residents in the locality or representatives of local churches and businesses. They don't need to be an expert. What's really important is that they have energy, enthusiasm, time and a real desire to help provide children with the best possible education.

Some governors are elected by parents; some are appointed by the governing body itself or the local authority. This is to help governing bodies reflect the communities they serve. What really matters is working together as a governing body to do the best for the school.

What do governors do?

The governing body works with the headteacher and the staff at the school to make sure the school provides good quality education for all its pupils, and constantly strives to improve. Governors don't need specialist skills; just an ability to listen, think through new ideas, and decide what's best for the school as part of a team. They need to set high expectations and ask challenging questions, but are not expected to make day to day decisions about how the school is run. That's the job of the headteacher and senior staff.

The three key roles of a governing body are to:

1. provide strategic direction for the school;
2. support the headteacher, but constantly look to raise standards;
3. ensure accountability.

This means that as a governor, they may get involved in:

- making sure the curriculum provides for and stretches all pupils;
- making sure the school buildings are welcoming, safe and well used;
- setting and monitoring the school's values, aims and policies;
- deciding how the budget should be spent and ensuring good value for money;
- appointing staff and making sure the right development and reward arrangements are in place.



How much time does it take?

The term of office for a school governor is normally four years. They volunteer their time to go to meetings in the evenings and read the paperwork before the meeting.

A full governors' meeting is held each term when any item regarding the school can be discussed. There are also two smaller governor committees which also meet termly before the full governors' meeting to review different aspects of the school in more depth:

1. **School Improvement Committee (SIC)** which deal with curriculum, educational standards, SEND, pupil premium, sports funding and other aspects of the school relating to education.
2. **Resources Committee** which deals with finance, staffing, premises, health & safety and other matters.

We encourage our governors to visit often so that they get to know and understand how the school works, and to monitor school improvement. They are also invited to special occasions such as assemblies, sports days, plays and presentations. You can find out more about our governing body by visiting our website.

How do I become a school governor?

If you would like to be a governor you can contact the school direct or speak to a member of the team at Area North by phone (01524) 581136 or email: governors.north@lancashire.gov.uk

Term Dates 2022/2023

'Working together to achieve success'



Autumn Term 2022 Autumn 1 – 7 weeks and 2 INSET Days = 37 days Autumn 2 – 7 weeks and 3 days = 38 days	School opens	School closes
	THURSDAY 1 ST SEPTEMBER – INSET DAY 1 FRIDAY 2 ND SEPTEMBER – INSET DAY 2	
	MONDAY 5 TH SEPTEMBER	
		FRIDAY 21 ST OCTOBER
	HALF TERM HOLIDAY	
	MONDAY 31 ST OCTOBER	
		WEDNESDAY 21 ST DECEMBER <small>(LCC ends Fri 16th Dec)</small>
	CHRISTMAS HOLIDAY	

Spring Term 2023 Spring 1 – 5 weeks and 1 INSET Day = 26 days Spring 2 – 6 weeks including 1 INSET Day = 30 days	School opens	School closes
	FRIDAY 6 TH JANUARY – INSET DAY 3	
	MONDAY 9 TH JANUARY <small>(LCC returns Tues 3rd Jan)</small>	
		FRIDAY 10 TH FEBRUARY
	HALF TERM HOLIDAY	
	MONDAY 20 TH FEBRUARY – INSET DAY 4	
	TUESDAY 21 ST FEBRUARY	
		FRIDAY 31 ST MARCH
EASTER HOLIDAY		

Summer Term 2023 Summer 1 – 5 weeks and 4 days = 29 days Summer 2 – 7 weeks including 1 INSET Day = 35 days	School opens	School closes
	MONDAY 17 TH APRIL	
	MAY DAY – ONE DAY CLOSURE – MONDAY 1 ST MAY	
		FRIDAY 26 TH MAY
	HALF TERM HOLIDAY	
	MONDAY 5 TH JUNE	
	FRIDAY 23 RD JUNE – INSET DAY 5	
		FRIDAY 21 ST JULY

Holidays and Leave of Absence

Parents must complete an 'Application for Absence from School: Holiday / Extended Leave' in advance of any planned absence – copies available from the school office. The school's 'Attendance & Punctuality Policy' states, '**No holidays in term time will be approved**' and are therefore classed as **unauthorised absences**.

The **minimum attendance** target set by the government for all children across England is **96%**. Children with attendance **below 90%** are classed as **persistent absentees**.

Poor attendance can result in a referral being made to Lancashire County Council's Pupil Attendance Support Team (PAST), which could ultimately result in legal action being taken (including penalty notices). This provision was added to our policy by the governors in July 2019.

Term Dates 2023/2024

'Working together to achieve success'



Autumn Term 2023 Autumn 1 – 7 weeks and 1 day including 2 INSET days = 36 days Autumn 2 – 8 weeks = 40 days	School opens	School closes
	FRIDAY 1 ST SEPTEMBER – INSET DAY 1 MONDAY 4 TH SEPTEMBER – INSET DAY 2	
	TUESDAY 5 TH SEPTEMBER	
		FRIDAY 20 TH OCTOBER
	HALF TERM HOLIDAY	
	MONDAY 30 TH OCTOBER	
		FRIDAY 22 ND DECEMBER
	CHRISTMAS HOLIDAY	

Spring Term 2024 Spring 1 – 5 weeks including 1 INSET day = 25 days Spring 2 – 5 weeks and 4 days = 29 days	School opens	School closes
	MONDAY 8 TH JANUARY- INSET DAY 3	
	TUESDAY 9 TH JANUARY	
		FRIDAY 9 TH FEBRUARY
	HALF TERM HOLIDAY	
	MONDAY 19 TH FEBRUARY	
		THURSDAY 28 TH MARCH
EASTER HOLIDAY		

Summer Term 2024 Summer 1 – 5 weeks and 4 days = 29 days Summer 2 – 7 weeks and 1 day including 2 INSET days = 36 days	School opens	School closes
	MONDAY 15 TH APRIL	
	MAY DAY – ONE DAY CLOSURE – MONDAY 6 TH MAY	
		FRIDAY 24 TH MAY
	HALF TERM HOLIDAY	
	MONDAY 3 RD JUNE	
	FRIDAY 21 ST JUNE – INSET DAY 4	
		FRIDAY 19 TH JULY
	MONDAY 22 ND JULY – INSET DAY 5	

Holidays and Leave of Absence

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School

1. Do everything we can to ensure your child is safe, happy and reaches their full potential.
2. Provide an exciting, relevant curriculum, which is broad and balanced and meets your child's needs.
3. Provide a safe, welcoming, caring and disciplined environment.
4. Provide opportunities for your child to develop safe, healthy and active lifestyles.
5. Be welcoming, supportive and offer opportunities for you to become involved in school life.
6. Keep you informed about your child's progress, the curriculum and other school matters through newsletters, social media and the school's website.
7. Contact you if we are concerned about your child e.g. well-being, learning, behaviour, attendance etc.

Pupils

1. Take responsibility for your own behaviour in and outside of school.
2. Come to school daily and on time.
3. Be courteous, kind and respectful to other adults and children.
4. Try your best, work hard and produce work to a high standard in all lessons.
5. Wear the correct uniform and shoes to school and have a full PE kit when needed.
6. Read daily and hand in homework on time to a high standard.
7. Use online technologies in school and at home sensibly and responsibly.

Parents

1. Inform the school if there are any changes at home, which may affect your child's learning or behaviour.
2. Make sure your child has excellent attendance and punctuality levels.
3. Inform the office if changes are made to collection arrangements for your child.
4. Ensure that personal details are accurate and up to date: home address, telephone number, two different emergency contact details, medical information including allergies and after school arrangements.
5. Attend parents' evenings, workshops and support school events.
6. Contact school if you have any concerns or issues relating to your child and not post them on social media or messaging platforms.
7. Keep up to date with letters, newsletters and app notifications.
8. Inform the school office, on the first day of absence, if your child is unable to attend school due to illness.
9. Regularly check your child for headlice and inform the school office when they are being treated.
10. If travelling by car, ensure that your car is parked sensibly, safely and not blocking others. The school car park cannot be used for drop offs.
11. Do not share photos or videos taken at school of other children on social media.

Reading and Homework

1. Read daily with your child and discuss their book and vocabulary [record details in their Reading Record].
2. Support your child with additional homework like key words, times tables and spellings.

Behaviour, uniform and jewellery

1. Support the school's Behaviour Policy and sanctions used.
2. Ensure your child wears correct school uniform and it is clearly named.
3. Understand children will be required to wear school pumps or spare uniform if wearing incorrect items.
4. Understand children will be asked to remove make-up, inappropriate jewellery and hair accessories.

- I understand that my child will **visit local places** (e.g. high schools, local shops, parks, library, fieldwork, supermarket, places of worship etc) of interest and that consent will not be sought each time but parents will be informed.
- I would like my child to take part in **cooking** and **food tasting activities** and understand that it is my responsibility to provide up to date allergy and medical information.
- I give permission for my child to **watch DVDs, films and clips** from films and documentaries a teacher has selected as appropriate.
- I give permission for my child to use the school **bouncy castle**.
- I give consent for **photos** and **videos** of my child to be used by the **school** (e.g. newsletter, TV in foyer, website, social media (Facebook) and prospectus). Full names will not be published unless agreed by parents.
- I give consent for **photos** of my child to be used by the **local media** (e.g. Visitor). They may ask to publish full name, age and the school name in the caption for the picture. We will seek permission from parents for this.
- I understand that the school holds **personal information** about my child and may use this with external partners to support their learning and wellbeing.
- In the event of an emergency, I agree to my child being given any medical, surgical or dental treatment, including general anaesthetic and blood transfusions, as considered necessary by the medical authorities present.

I agree to support the statements in this agreement and give consent to the above. For any items where consent is not given, please contact the school in writing.

Name:

Signed:

Date:

Additional copies are available on the school website and in the foyer.

Pupil Data Collection Form 2022/2023

'Working together to achieve success'



This form should be completed by parents or by those who have parental responsibility or day to day care of the child. Please keep school informed of any changes to this information such as new phone numbers to any of the named persons on this form.

Legal surname		Legal forename	
Middle name(s)		Preferred forename	
Date of birth		Sex (please circle)	Female / Male
Ethnicity		Religion	
First language		Usual mode of travel	Walk / Cycle / Car / Taxi
Home address, including postcode (where child normally resides)		Doctor's name, address and telephone number	
Lunch meal type (please circle one only)	Universal Infant Free School Meal (UIFSM) / Packed Lunch	Special dietary requirements	
Names and dates of birth of siblings, including step-siblings		Previous schools and nursery	
Any other relevant information: medical conditions (allergies, asthma, etc), disability, Social Care, Legal Orders, etc			
Medical conditions, including prescribed medication			
Legal / Court Orders, including residence, contact, access prohibited		Social Care, including Children & Family Wellbeing Service, Speech Therapy etc.	

PARENT INFORMATION: MOTHER (Please circle the main contact telephone number)

Surname		Forename	
Email		Date of birth	
Home address and postcode if different		Can this person collect the child from school?	Yes / No
Does this person have parental responsibility?	Yes / No	Is this person an emergency contact?	Yes / No
Telephone	Home: _____	Mobile: _____	Work: _____

School office use: Birth certificate seen? Yes / No _____	Proof of address seen? Yes / No _____
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PARENT INFORMATION: FATHER (Please circle the main contact telephone number)

Surname		Forename	
Email		Date of birth	
Home address and postcode if different		Can this person collect the child from school?	Y / N
Does this person have parental responsibility?	Y / N	Is this person an emergency contact?	Y / N
Telephone	Home:	Mobile:	Work:

If there are any other persons who have parental responsibility or can be deemed a 'parent' (eg step parent, or parent's partner), please provide details below. Please circle the main contact telephone number. Continue on a separate sheet if necessary (ie more than one additional person with parental responsibility, etc).

Surname		Forename	
Email		Date of birth	
Home address and postcode if different		Can this person collect the child from school?	Y / N
Does this person have parental responsibility?	Y / N	Is this person an emergency contact?	Y / N
Relationship to child			
Telephone	Home:	Mobile:	Work:

OTHER EMERGENCY CONTACTS – IN PRIORITY ORDER

Please provide below the names of any other people who can be contacted by school in an emergency (these may be family members, not identified overleaf, or friends). Please circle the main contact numbers.

Surname		Forename	
Relationship to child		Can this person collect the child from school?	Y / N
Telephone	Home:	Mobile:	Work:

Surname		Forename	
Relationship to child		Can this person collect the child from school?	Y / N
Telephone	Home:	Mobile:	Work:

Surname		Forename	
Relationship to child		Can this person collect the child from school?	Y / N
Telephone	Home:	Mobile:	Work:

Names of any other people who are permitted to collect your child from school	
Names of any people who are NOT permitted to collect your child and reasons for this	

Name of person completing this form _____ **Date** _____

Signature _____ **Relationship to child** _____

The school is registered under the Data Protection Act 2018 to keep the information submitted on this form. Pupil data is used for statutory returns to the Local Authority and the Department for Education. For information about how the school uses personal information please refer to the privacy notice displayed on the school website.