



# Cockton Hill Junior School Brochure



Cockton Hill Junior School  
McIntyre Terrace  
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County Durham  
DL14 6HW

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Website: [www.cocktonhill-jun.durham.sch.uk](http://www.cocktonhill-jun.durham.sch.uk)

Head Teacher:  
Mrs E Stevens

Deputy Head Teacher:  
Mrs J Cooper

Chair of Governors  
Mr M Cresswell

## Cockton Hill Junior School Brochure

### Welcome

We would like to welcome you and your child to Cockton Hill Junior School. This brochure has been produced to help you become familiar with our school, aspects of its routines and additional information you may need to know.

We strongly believe that the course of education is a three way partnership involving children, parents, carers and the school. To enable your child to gain as much benefit from their time with us we ask you to become fully involved with the vital process of educating your child.

### The School Governing Body

Head Teacher: Mrs E Stevens (Acting Head Mrs A Caine Sept 2021)

Deputy Head Teacher: Mrs J Cooper

Chair of Governors: Mr M Cresswell

Vice Chair of Governors: Mr B Mugwendere

Please refer to the school website for an up to date list of the Full Governing Body and the current Staff Team across school.

The school is maintained by Durham County Council.

### Our School

#### The School Building

The school was opened early in the 1900's. We reside in a beautiful Edwardian building with spacious areas for additional teaching and learning zones as well as extra classrooms. We have extensive grounds including a school garden and have a large field used for sports events and summer time events and play. We enjoy the beauty of our local rural environment to enhance learning.

#### School Ethos

We pride ourselves on our motto '**Being the Best We Can Be**' and underpinning this motto we have the 6 core values of determination, teamwork, honesty, passion, respect and self-belief.



The United Nations Convention on the Rights of the Child is an international statement underpinned by a set of promises for every child. UNICEF protects and promotes these rights. The rights try to make sure that every child is healthy, educated, treated fairly and listened to. They also make sure that all children are protected from violence, abuse and exploitation.

As a Gold Rights Respecting School we are able to place the rights of each child at the heart of our school ethos. We use bespoke charters across school to embed the rights in all aspects of school life.

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The values, ethos and school motto mean that we work together with our children, governors, staff, visitors and families to ensure that all children in our school reach their full potential. We look forward to your support and co-operation in the future, to help us develop your child into a lifelong independent learner. Together we can support and nurture our children to be "the best that they can be".

The broad curriculum, both in the classroom and beyond, ensures that children are empowered through the progressively planned teaching of knowledge and skills, and prepares them well for their future pathways. By offering the full National Curriculum we develop strong subject foundations for future learning. Children are challenged well and demonstrate sound subject knowledge as they progress through the school.

Beyond the classroom we offer children the opportunity to further develop sportsmanship, resilience, logical thinking and more. Groups led by children such as Co-Safety Officers, Working out Worries (WoW) team and Eco Schools support children to become young leaders themselves. By working in this way children are ready for their tomorrow.

We believe that children learn best in different ways by accessing a variety of subjects across the curriculum. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

### **Organisation, Routines and Procedures (when Covid restrictions are not in place)**

#### **The School Day**

The school day is divided into two main working sessions.

#### **Mornings:**

Lower Key Stage 2 8:55 a.m to 12:00 p.m

Upper Key Stage 2 8:55 a.m to 12:30 p.m

A 15 minute break is taken at the Head Teacher's discretion, usually separately by upper and lower key stages. This ensures all pupils have adequate play space on the yard.

#### **Afternoons:**

Lower Key Stage 2 12:40 p.m to 3:15 p.m

Upper Key Stage 2 1:10 p.m to 3:15 p.m

#### **Classes**

As a large junior school, we have 2 classes per year group each with a full time Class Teacher. The Teaching Assistant team works across school supporting teaching and learning in core subjects within classes as well as delivering intervention and additional support. Across school, classes are named as their year group number and the initial C (Cockton) or H (Hill). C and H classes will usually remain the same on their journey across each year group.

#### **Arrival at school**

All children enter school via the small gate at the top of the front yard which is open from 8:45am each morning. Children enter the school building via the middle doors on the front yard and go straight to their own classroom. This gives children time to prepare for the day and to be ready to start learning when the school day starts at 8:55am. From 8:55a.m until

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3:15pm staff and children will be focused on teaching and learning.

School ends for all children at 3:15 p.m. Children are collected from the front yard which is unlocked just prior to home time. We encourage all parents, carers and family members to wait on the front yard to collect their children to avoid congestion on McIntyre Terrace. Class Teachers will accompany their class onto the playground for children to be collected.

Any children not collected will be brought into school and taken to the area outside of the main office in the upper corridor where parents will be contacted. In the case of emergencies, if you are unable to collect your child on time we require a phone call or message to that effect and will keep your child safe until your arrival. We appreciate this call before 2:30 p.m if possible. Any child not collected within a reasonable time without contact will be referred to the Local Authority Social Care team.

### **Breakfast Club**

All children are welcome to come to Breakfast Club each morning from 8.00am to 8.30am. This is free of charge and does not require prior booking – just turn up! The Club will offer a basic breakfast eg bowl of cereal, toast and jam and juice.

Access to breakfast club is via the main reception only. Breakfast Club is held in Hall 1 for Year 5 and 6 pupils and in Hall 2 for Year 3 and 4 pupils. There are lots of fun activities to take part in. Children can play on the Nintendo Wii and compete with their friends, have a go at giant 'Connect Four', play bingo or sit and chat with the other children or teachers and have a gentle start to the day.

At 8:45 am children will access activities within their own classroom under supervision until school begins at 8:55 am. Usual school rules will apply and as a school we reserve the right to exclude pupils from clubs if rules are not adhered to.

### **Dinner time**

Dinner time is taken at two different sittings, one for lower school and one for upper school. Your child will be able to sit with his/her friends for dinner provided behaviour is appropriate and safe. Children who persistently cannot work within the routines and rules of lunchtime will have alternative arrangements made.

School dinners are served and eaten in Hall 1 and children who have a packed lunch eat their meal in Hall 2, both settings provide a 'family social dining' environment. Children are encouraged to set their table place, show good manners, have a chat with friends and clear away after themselves.

### **School Dinner**

School meals are available at a cost of £2.15 per day, £10.75 per week (as of September 2021). This service is provided by Taylor Shaw and is not managed by the school. Children select their meals on a three-weekly cycle. Each morning children select their choice for that day within their classes. We encourage children to make their own choice. A main course and dessert is offered. A vegetarian choice is on offer daily.

We request that dinner money is to be paid on the first day of the school week for children to receive their dinner for that coming week. Dinner money payment is only

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accepted via the online payment software ParentPay. Please contact the school office for guidance and an online login to set this up. Menus can be viewed or downloaded from the school website.

### **Packed Lunch**

If you wish to provide a packed lunch for your child, it should be brought into school in a lunch box clearly labelled with your child's name and class. For safety reasons carrier bags must not be used to store packed lunches.

Please do not include nuts in your child's lunch box as several children have serious nut allergies in school and we wish to reduce risk of illness for all children. Packed lunches should not contain sweets, energy drinks, fizzy drinks or chocolate bars but we do allow a small cake bar (e.g. mini roll) or a small cereal bar and a small bag of crisps. Sandwiches cannot have chocolate spread as a filling. Please support your school by not including other sugary items in a packed lunch.

### **Drinks and Playtime Snacks**

We provide filtered water from coolers that children can use to fill their own water bottles brought in from home. Your child has access to this water before school, at break and lunch times. Your child is not allowed to bring flavoured drinks in water bottle (unless part of a packed lunch), highly coloured or high energy drinks into school. Please note that if flavoured drinks are in school as part of a packed lunch then this drink is not to be consumed during the day. Children may bring a piece of fresh fruit or vegetable in to eat at break time (labelled with their name). This does not include manufactured fruit products. Sweets must not be brought to school to be consumed on the premises. Crisps must only be brought as part of a packed lunch.

### **School Admissions**

Children can be transferred from another school at any time, provided that there is a place available. School admissions are managed by Durham County Council School Admissions Team and can be contacted on 03000 265 896 or via their website at [www.durham.gov.uk/schooladmissions](http://www.durham.gov.uk/schooladmissions). Once informed of an available place, families are welcome to visit the school by making an appointment via the school office.

We would ask parents and carers to discuss their school move with us prior to application so that appropriate support can be discussed in order to ensure a smooth transition. Advice from the Local Authority, the current school setting or other agencies may be requested to ensure that we can meet any needs appropriately.

### **Transfer from Infant schools**

The majority of our children in year 3 transfer from Cockton Hill Infant School, however, a small number join us from elsewhere. As a junior school we are keen to ensure the change from infant to junior school life is as smooth as possible and we work closely with our infant school partners on a number of events throughout the year to familiarise our youngest pupils with the junior school environment. Throughout the third term of year 2 the children will make additional visits to Cockton Hill Junior School and the respective teachers will have conferred closely as to the needs of every child. We endeavour to ensure that anxieties and concerns about the move will be allayed for both parents and children. Our close relationship with our infant colleagues means that specific barriers to learning can be managed effectively so ensuring the continued progress of every child. The junior school

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maintains the class structure already established by the infant school but reserve the right to move children if it is believed to be in their own, and others, best interests within the first year.

### **Transfer to Secondary School**

We work equally closely with all feeder schools on transition programmes throughout years 5 and 6 to familiarise pupils with these setting and to help inform their choices for Secondary School.

Information about transfers and schools will be sent directly to parents in the autumn term of their final year in Primary school. It is essential that all secondary school option forms are returned on time to the Local Authority in order to give parents and carers the best possible chance of obtaining a place at the particular school of their choice.

Transition information is completed towards the end of Year 6 and school records are passed on to secondary schools so that specific barriers to learning can be managed effectively ensuring the continued progress of every child. Staff from the next school will visit our school in order to discuss any special requirements. Induction days are also arranged to help the children become familiar with their chosen secondary school.

### **Communication**

The preferred method of contact with school is via the school office through phone or email. Letters, newsletters and information are usually sent via email to parents and carers unless you have requested paper copies. We regularly send updates and reminders via text message to parents and carers. Please make sure we have up to date details of your correct address, telephone number, email address and an alternative contact should you not be available in case of emergencies.

Please send letters and correspondence to school with your child to be passed to your child's class teacher. Remember to always send payments in an envelope and write on the outside your child's name, class, the amount enclosed and what it is for. Emails should not be used for urgent messages – please telephone instead. We have a school website which is a useful port of call for information and updates. You can access this at [www.cocktonhill-jun.durham.sch.uk](http://www.cocktonhill-jun.durham.sch.uk)

### **Working with Parents and Carers**

We value the contribution to the school that all parents, carers and family members make. We believe good relationships with families help children to achieve their best. We work to develop a truly inclusive learning environment which meets the needs of all our children and also serves the adult community.

### **Friends of the School**

A dedicated group of "friends" are responsible for many extra activities in school – mainly concerned with fundraising to provide extra materials for school, but also involved in social activities. In the past the Friends of School group has organised school fairs, raffles, tombola's and balloon races! New parents and carers are invited to join in these activities-please contact the school office for more information. Please become involved as their efforts benefit all the children in school.

### **Questions and Queries**

If you have any queries please contact school to make an appointment to see your child's class teacher as a first point of contact. Alternatively you can meet with the class teacher at the end of the school day, when class teachers are on the playground. Queries you have concerning your child in school should be referred initially to the class teacher as they have direct contact with your child on a regular basis.

Please do not expect to meet teachers after 8:30am as they attend morning briefing and are then fully occupied with their classes. If you need to speak to your child's class teacher please contact the main office to arrange a mutually convenient time. We believe matters are best dealt with as quickly as possible and will do our best to help.

### **Pastoral Care**

Each child has a Class Teacher who is primarily responsible for their teaching and learning. However, all staff are available to give support to any child who may need it. We are very proud that we know our children and their families well. Staff members take an interest in all of our children and are responsible collectively for providing a happy and safe working atmosphere in the school.

### **Positive Future Worker- Nova Talbot**

Nova's role across school is to work with our children, families, school staff, additional agencies and resources within the local community to support all of our children and families to achieve well in all aspects of development. This includes further developing the range of provision and support we give to our families encouraging positive experiences and communications for all. In addition to this Nova is able to support in other aspects of family life for example those who require support with attendance, advice around family issues and signposting to additional services and resources within the local community.

Across the school year, Nova engages children and families alongside the community in Family Learning events. Previous events have included floristry, art and crafts, cookery, pottery, Basic Skills accreditation and First Aid qualifications – keep an eye out on the newsletters for future events. As a school we would love to know what courses and support you would be interested taking part in.

Nova can be contacted via the school office on 01388 602058, via email at [c.h.j@durhamlearning.net](mailto:c.h.j@durhamlearning.net) or pop into the main office at any time across the school day for an informal chat about support that can be provided.

### **Safeguarding**

The safety and welfare of pupils is paramount and in line with our Child Protection Policy, if a child is suspected of being at risk then school has a duty to inform the necessary authorities in order to protect the child. Mrs E Stevens, Mrs J Cooper, Mrs Nova Talbot and Miss A Ritson are the designated personnel for child protection. If you have any concern about a child you should bring it to the immediate attention of one of the designated personnel for child protection. Parents should be aware that where there may be concerns, school may refer to other agencies before or without contacting parents. 2021-2022 safeguarding team Mrs A Caine, Mrs N Talbot, Miss A Ritson and Mrs V Wood.

### **Visitors**

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We welcome visitors into school; however we consider the safety of our children as highest priority. To ensure everyone's safety all visitors must enter school via the main entrance and report to the school office. An electronic signing in and out procedure must be followed and visitor badges worn.

### **School Clubs**

Cockton Hill Junior School provides a range of after school activities led by staff from across school. These change on a half termly basis across the school year. All clubs are from 3:15pm till 4:15 pm with a limit on numbers depending on the activity. A small charge may be made if outside providers are involved. Information and details of upcoming school clubs will be sent via email prior to the club start date. Parents and carers will then be required to contact the school office to book a place in the school club.

If you require your child to be collected after school there are private independent providers within the local community who you can contact directly. Auckland Youth Community Centre (AYCC) provide this childcare provision and can be contacted on 01388 604575 or visit their website at [www.aucklandyouthcommunitycentre.co.uk](http://www.aucklandyouthcommunitycentre.co.uk) for more information.

### **Rights Respecting School Council**

We have a Rights Respecting School Council that work to ensure every member of our school community is aware of children's rights alongside the Rights Respecting School Award (RRSA). As a Gold Rights Respecting School we are able to place the rights of each child at the heart of our school ethos.

The council consists of annually elected members representing each year group across school. The purpose of the council is to provide a voice for the children of Cockton Hill Junior School. They meet regularly and are proactive in improving life for children in the school by raising concerns that have arisen from discussions within their class council meetings. We respect the views and contributions made by our school council and aim to use these to make improvements to the school whenever possible. The School Council are excellent at identifying issues that are important to them and tackling them. They have recently had a say in curriculum development, playground improvements, personal care facilities and anti-bullying work.

### **WoW (Working out Worries) Team**

The role of a WoW Team member is an important one at Cockton Hill Junior School. The team know how to identify hotspots in and around the school where children may have concerns or worries about something affecting them. They learn how to recognise feelings and also how to approach and support their peers. Team members are active across the school year and attend regular team meetings.

### **Co-Safety Officers**

Our Co-Safety Officers play a leading role in educating all children and help to keep them safe online. They take part in monthly challenges, design and deliver online safety lessons and attend monthly meetings to keep them up to date with changes in the digital world. We are very proud of the work they do and were recently commended with a special award from the town council.

### **Eco Schools**

The Eco Warriors are a group of children from across school that have a key role in improving environmental awareness across school. As part of this, children are encouraged to engage in their environment by allowing them the opportunity to actively protect it. We are beginning to embark on our eco-schools journey and have recently achieved our Bronze Eco-Schools Award. Children have recently made bird feeders and bug hotels to support local wildlife, grew herbs to use in the school kitchen, planted bulbs to brighten up the school entrance and surveyed the school for electricity and water usage.

### **Sports Squad**

Our Sports Squad are a team of representatives from each class across school. They work alongside staff to lead games outside on a break time and lunch time following on from their monthly training. Our annual Active Week is also supported by Sports Squad where they lead activities and competitions, developing their personal leadership skills while working hard to raise the profile of PE and increase levels of physical activity in the school day. All of their work centres around our school values: determination, teamwork, honesty, passion, respect and self-belief.

### **Educational Visits**

Educational visits related to current learning are an important part of the learning experience at Cockton Hill Junior School. We try to provide at least one visit out of school each term for all children. A contribution may be asked for however, we endeavour to subsidise trips from curriculum fund and other funding streams wherever possible. As a school in a semi-rural setting the cost of transport is a significant barrier to visits. We work hard to keep the costs to the minimum and get good value for money; however, we reserve the right to cancel visits if enough parental contributions are not collected.

### **Data Protection**

Schools, local education authorities and the Department for Education and Skills (the government department which deals with education) all hold information on children in order to run the education system, and in doing so have to follow the Data Protection Act 1998 and more recent GDPR regulations introduced in May 2018. This means, among other things that the data held about children must only be used for specific purposes allowed by law.

The school holds information on children in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time schools are required to pass on some of this data to the Local Authority, the Department of Education and to other agencies that are prescribed by law.

Children that attend Cockton Hill Junior School, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child please contact the Head Teacher for further advice.

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In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the personal data requested.

Separately from the Data Protection Act, regulations provide parents (regardless of the age of their child) with the right to view, or to have a copy of their child's educational record at the school. If you wish to exercise this right you should write to the Head Teacher.

### **School Uniform**

For all pupils the school uniform is a white shirt or polo shirt, plain red jumper or cardigan, black or grey trousers or skirt, red checked dress. All footwear to be plain black flat shoes or plain black trainers. These may be with or without school logos. Those without the correct uniform will be provided with spare school uniform and the correct foot wear. School uniform with school logos can be purchased from Cre8ive directly at [www.cocktonhill.cre8ivegraphics.co.uk](http://www.cocktonhill.cre8ivegraphics.co.uk)

As an online 360 safe accredited school we have updated our uniform policy with advice on the role of smart watches in school. Governors have agreed, as part of the uniform policy, to amend the policy as follows to ensure that children are safe when in school from messaging, notifications and cameras whilst they are learning:

"Pupils are permitted to wear a watch that counts their steps and is digital. Watches that send and receive messages, calls or notification must have this feature disabled in line with our online safety policy. Watches with cameras are not permitted. Any pupils, where learning is disrupted or they put themselves or others at risk with their use of their watch, will have the watch removed and collected by an adult."

### **PE Kit**

Plain black shorts or bottoms and a plain red or white T-shirt without logos. All footwear to be flat plain black plimsolls or trainers. Children must bring a change of PE shoes as part of their kit. During the colder months it is advisable to send a change of sweatshirt and tracksuit bottoms without logos for outside games. Sometimes pupils walk to other venues and track suits without logos are beneficial. Plimsolls or trainers are suitable for outside activities but plimsolls are preferred. Children may bring a roll on deodorant, aerosols are not permitted in school.

### **Footwear**

For the safety and comfort of all children we ask that full fastening strong, sturdy, flat shoes or trainers without logos are worn for school including outdoor play. School shoes should not have a heel higher than 2.5cm in height for health and safety reasons. In the summer months we require all pupils to wear full shoes – following a number of accidents in schools, the Local Authority health and safety team advises that open toed sandals are not permitted for safety reasons.

Please be aware that your child may engage in vigorous play and therefore strong outdoor shoes are required that do not slip off. When wearing wellies or boots to school we request children bring alternative footwear for indoor use – either shoes or full slippers (not novelty types) or plimsolls. Boots and wellies are uncomfortable for a full days wear and your child will be required to wear alternative footwear. As most of the school is carpeted we ask that

muddy shoes are not brought into school.

We respectfully request parent co-operation that children do not wear any clothes or footwear with logos on for school apart from the school badge. We believe that it is important that all our children feel equally valued and respected regardless of their clothing. We appreciate your understanding in this matter.

### **School Bags**

Pupils should bring their PE kit in a small soft drawstring bag, we kindly request that pupils do not bring large branded bags to school as we do not have the capacity to store them safely.

### **Jewellery**

We do not allow the wearing of any jewellery in school. Children wearing jewellery will be asked to remove it and it will remain with the class teacher until it can be returned to parents. This is in the interests of safety. Plain watches are allowed.

Children with pierced ears may wear a plain small single stud. All other earrings are not allowed. For PE lessons this stud must be removed or covered with a plaster. If you intend getting your child's ear pierced we strongly recommend that you do so in the summer holidays to allow for healing. Make-up and nail varnish are not allowed.

### **Money and Valuables**

Remember to always send payments in an envelope and write on the outside your child's name, class, the amount enclosed and what it is for. It should be immediately handed to the Class Teacher at registration, from where it will be sent directly to the school office. If you send your child into school with money it is their responsibility to ensure it is handed to the Class Teacher. School will not take responsibility for money sent to school via a child and not received. We urge children not to leave money in their coats or bags in the cloakrooms.

### **Mobile Phones**

Mobile phones are NOT permitted in school. If in the case of a short term emergency, you require your child to have a mobile phone in school, a written request or phone call must be made to the Head Teacher clearly stating the reason for the need for a phone. The decision to allow a mobile phone into school is at the discretion of the Head Teacher. If they are brought in accidentally they must be left in the school office. The school will not accept responsibility for loss or damage to phones on school premises.

### **Loss or Damage to School Property**

Any items belonging to school that are lost, damaged or broken will incur a charge relative to their value. This includes the non-return of reading books and reading records for which a nominal charge of £5 will be made.

### **Personal Property**

Children are not allowed to bring any toys or personal belongings into school that are not required in their learning. If a child or parent agrees with a teacher to bring an item to support learning it must be immediately handed to the teacher who will keep it in her/his care until the end of the school day. School will not be held responsible for any items from

home that are lost on school premises. Each child is provided with school equipment including stationary and an individual class tray for storage.

### **Teaching and Learning**

#### **The National Curriculum**

We follow a structured programme of work based on the National Curriculum 2014. National Curriculum subjects include: English, Mathematics, Science, Religious Education, Computing, History, Geography, Music, Art and Physical Education. Modern Foreign Language is now statutory in Key Stage 2 therefore children also receive a weekly French lesson.

#### **Aims**

We believe that children learn best in different ways by accessing a variety of subjects across the curriculum. We provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Through our teaching we aim to:

- Build knowledge and understanding across the range of National Curriculum subjects and their expectations;
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, build resilience and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens

#### **Subject Teaching**

At Cockton Hill Junior School we teach the full range of subjects and these are initially planned as stand-alone subjects. The teaching of subjects in this way does not mean cross-curricular links are not present but in order to prepare children for life beyond our school subjects are best delivered and taught in this way. In this sense cross curricular links are fostered where they occur with relevance and clarity rather than forcing aspects to fit.

Subject teaching is delivered in teaching blocks. This model has ensured that progression in skills and knowledge is embedded well across school. Teaching and learning focuses on one main foundation subject during block teaching and this builds knowledge and skills rapidly.

#### **Basic Skills**

Our first priority is that all children acquire competence in the basic skills of speaking, listening, reading, writing and number. These skills will then enable children to engage fully in the wider opportunities offered to them in other curriculum areas. English and maths are taught daily, usually each morning and lessons build on previous work.

### **Meeting Individual Needs**

By matching activities to children's individual abilities and interests, we give each child the opportunity to experience success as we believe achievement builds confidence alongside competence.

### **English**

The development of Reading and Writing skills are the highest priority. The English curriculum develops children's ability to listen, speak, read and write for a wide range of purposes. The use of written and verbal language across the curriculum enables children to communicate ideas, views and feelings creatively and imaginatively. As they become enthusiastic and critical readers of stories, poetry, play scripts, non-fiction and media texts, children gain an understanding of how language works.

Children use their knowledge, skills and understanding in speaking, listening and writing across a range of different contexts. We strive to ensure that all children receive a well-rounded learning experience when reading, writing, speaking and listening, which will equip them with the fundamental tools to achieve, throughout their learning journey and beyond. It is our intention to immerse children in the wonders of high-quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

### **Reading**

The teaching of reading is high profile across school. A range of teaching methods and reading materials are used to teach reading. Assessment of progress in reading is rigorous and teaching is systematic and thorough. A comprehensive library of texts is available to support children to develop high levels of reading skill and to read with confidence, fluency and good understanding. We encourage children to read a wide range of books giving practice and broadening knowledge before moving forward in challenge. We encourage reading for pleasure and enjoyment of reading individually, in pairs and in groups.

### **Promoting Reading**

Reading fluently and with confidence is a fundamental skill and crucial for all children to access other forms of learning. A child who can read independently with full understanding will make better progress and take responsibility for independent learning with confidence.

Children read in a wide range of contexts across the school day and are taught the mechanics of reading alongside the skills of comprehension and understanding. We ask parents to read with their child at least 3 times a week, spending quality time and enjoying books together. Children each have an individual reading record and school reading book. We expect parents to support children in their individual reading programmes and complete the home school reading record weekly.

### **Writing**

Children acquire the ability to express themselves clearly through writing in a wide variety of styles, e.g. descriptive, creative, factual, note making, as appropriate. Spelling and grammar are taught as an integral part of the writing process but are also taught discreetly. We teach the skills of formation into a cursive script to children. This approach allows each child to develop a personal style as this matures over time. We do encourage neatness and clarity of presentation of all work across the curriculum. We encourage children to present

their work well before moving on to writing in pen.

### **Mathematics**

Mathematics is taught daily and routinely, each lesson progressing from the one before. Through this progressive block teaching approach to maths, the aim is for individuals to be confident in each yearly objective and develop their ability to use this knowledge to develop a greater depth of mathematical understanding to solve varied fluency problems as well as problem solving and reasoning questions. Mathematics is a creative and interconnected subject and we use a range of resources (including White Rose, Power Maths, Mastery approaches and NCETM documents) and practical equipment to present Maths in many different forms and contexts. We work to reinforce and consolidate work where possible with a focus on repetition of basic skills through tasks such as starter of the lessons, Rockstar times tables and basic skills tasks.

As Maths teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems, we work to build in real life contexts to help our children recognise the important skills needed for the wider world. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

### **Science**

Science enables children to broaden their scientific view of the world around them and develop a deeper understanding of a wide range of scientific ideas. Children are encouraged to do this in a number of different ways which are often enquiry based and practical. Through exploring, talking about, testing and developing ideas children gain a deeper understanding and are able to observe patterns, make connections and draw their own conclusions.

### **Computing**

Technology is changing the lives of everyone. Our vision is to deliver a high quality computing education, which equips children to interact with others and the world around them safely, responsibly and creatively both now and in the future. Children learn through developing computational thinking and interacting with a range of media to become confident, independent learners able to utilise a range of ever changing technology.

### **Design and Technology (DT)**

Design Technology helps children to become problem solvers through practical tasks, using creativity and imagination. It represents an essential aspect of individual development of knowledge, concepts, skills and attitudes that enable pupils to engage in a broad range of creative activities in response to identifying needs and problems. It involves the relationship of ideas, judgements and manipulation materials, systems and equipment. It generates creative capability that can be applied to real life situations.

### **Geography**

At the forefront of their geography learning children will develop geographer skills such as use of maps, atlases, globes and digital/computer mapping. Children will also learn to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United

Kingdom and the wider world. Fieldwork is also integral to the geography curriculum and children will regularly carry out studies to observe, measure, record and present human and physical features of our local area. Children continue to develop locational knowledge, progressing from knowledge of counties and cities within the UK through to the continents, countries, capitals, lines and hemispheres of the world as they travel through school. They will understand geographical similarities and differences through the study of human geography and physical geography including climate zones, mountains, land use and trade links.

### **History**

Children gain a chronologically secure knowledge and understanding of British, local and world history and use historical terms. They can answer historically valid questions about change, cause, similarity and difference and construct informed responses using evidence and primary sources. Teaching focuses on changes in Britain from the Stone Age to the Iron Age, the Ancient Egyptians and Greeks, the Roman Empire and its impact on Britain including County Durham, Britain's settlement by Anglo-Saxons, the Viking and Anglo-Saxon struggle for the Kingdom of England and what has changed since the Romans left. Children also study the Mayans as a non-European topic. Local history studies are carried out to ensure the children have knowledge of their own history. These include a study of a local individual with a link to mining and Durham's involvement in WW1.

### **Music**

We aim to introduce children to a wide range of musical activities that will develop their music skills and musical enjoyment. Encouraging their ability to listen attentively to a varied range of songs, classical music and traditional melodies; children will appraise music, discussing their opinions using musical language and apply this knowledge when learning to play the ukulele and a variety of percussion instruments. As children progress, they will learn to recognise musical notation, using this to create their own compositions, and develop an understanding of the origin of the music and the era in which it was created.

### **Art**

Art, craft and design stimulates children's creativity and imagination. It provides the opportunity for children to respond to the world around them by planning and designing their own individual and unique pieces of art. Through the exploration of artists, children are given a wide range of visual, tactile and sensory experiences which they can then review and respond too. Through the work of these artists and designers, they explore ideas and meanings as well as learning to make informed judgements and aesthetic and practical decisions. Children are introduced to drawing and mark-making, clay, textiles, sculpture, painting, print making and collage. These areas are developed continuously throughout the school from year 3 to year 6. It is important that children are given the opportunity to express themselves through art and be allowed to make their own art form decisions whilst being able explain why they chose certain colours, tone, textures and patterns to enhance a final piece of work.

### **Physical Education (PE)**

Physical education develops children physically, socially, emotionally and cognitively. Children develop skills to use their body effectively and efficiently, with increasing confidence. Learning takes place in the key areas of athletics, dance, games, gymnastics, outdoor adventurous activity and swimming, while acquiring an understanding of the

importance of a healthy and active lifestyle. Sport clubs and teams are run as extra-curricular activities and we are regularly involved in a wide range of sports festivals.

### **Modern Foreign Languages (MFL)**

Learning a foreign language is a lifelong skill that promotes and encourages broader cultural understanding and can lead to a huge range of opportunities as children grow up. Throughout school children will study oracy, literacy and intercultural understanding in a wide variety of ways.

### **Religious Education (RE)**

Religious education is provided in line with and meets statutory requirements, which are in accordance with the locally agreed syllabus for Durham County.

Through this agreed syllabus, children explore shared human experiences and raise questions to the meaning and purpose of those experiences. Teaching and activities develop knowledge and understanding of religion through exploration of the beliefs and practices of the principal world faiths represented in Great Britain. We aim to develop children's knowledge and understanding of religious and non-religious views, as well as develop the skills of critical thinking and personal reflection. Through this, we promote awareness, respect and sensitivity for the traditions of other people.

### **Collective Worship**

Children participate in collective worship each day as part of a daily assembly. Prayers and songs of worship are based on Christian beliefs and are chosen to be appropriate to the ages of the pupils. We also learn a range of songs from other cultures and beliefs. All parents have the right to withdraw their child from religious discussion and collective worship. If you wish to do so, please contact the Head Teacher to discuss this matter.

### **Personal, Social, Health, Citizenship and Economic (PSHCE)**

Through the PSHCE curriculum (named We Believe Time) we ensure children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The PSHCE curriculum is based on three core themes: Health and Wellbeing, Relationships and Living in the Wider World. This meets the SRE statutory requirements.

We Believe Time encompasses Spiritual, moral, social and cultural development (SMSC), British Values and Rights Respecting teaching (RRSA). We plan opportunities to help children to develop and grow through making choices and being responsible for the choices that they have made. We aim to develop an importance of honesty and to develop learners who are passionate, take ownership of their learning and are proud of their achievements. The ethos of our school is such that all people who visit us, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

### **Relationship and Sex Education (RSE)**

Health, Relationships and Sex Education (RSE), is a compulsory part of the National Curriculum. The purpose of the upcoming curriculum is to provide knowledge and understanding of safe and healthy relationships based on respect. From September 2021,

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your child will be taking part in lessons which will focus on the RSE aspect of our PSHE curriculum. If you would like to find out more about how we teach and deliver the RSE curriculum then please contact Nova Talbot for further information and read the school policy.

### Statutory and Termly Assessment

We use a wide range of assessment for learning methods to inform us of the progress that children make as they learn and identify next steps in learning. We use teacher professional judgement supported by a range of assessment tests to monitor children's progress and track their attainment. The individual progress of each child is monitored to ensure all children achieve their maximum potential.

Standard Assessment Tasks (SATs) are administered to all Year 6 children at the end of Key Stage 2 with the results communicated to parents on a report at the end of the school year. Additional assessments are used throughout Years 3, 4, and 5.

### Keeping parents informed

Parent consultation is held in the first term to inform parents of how their child has settled into their new class. The spring term Parent consultation meeting reviews progress made so far and sets targets for the rest of the academic year. Following annual pupil reports sent in the summer term, parents and carers have the option to attend a review of what has been summarised in the summer report.

### Intervention

Children may at times be part of intervention programmes which address specific needs identified as a barrier to learning or an area of need that requires support. These programmes make bespoke provision for specific needs and are often short term with the ultimate aim that all children receive quality first teaching within a class setting.

### Homework

Homework is vital in supporting your child's academic progress and increases as they get older. Below are the current expectations for pupil in each year group are as follows. If you have an issues with technology please make sure you inform your child's teacher so that alternative arrangements can be made.

	English	Maths	Other
Y3	Reading 3 times a week using reading book or Bug Club Spelling or key word banks	Weekly use of Sum Dog and Times table practice using traditional methods or Times Table Rock Stars	
Y4	Reading 3 times a week using reading book or Bug Club Spelling or key word banks	Weekly use of Sum Dog and Times table practice using traditional methods or Times Table Rock Stars	
Y5	Reading 3 times a week using reading book or Bug Club	Weekly use of Sum Dog and Times table practice using traditional methods or Times Table Rock Stars	Additional assignment on Teams alternating between English and maths

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	Spelling or key word banks		
Y6	Reading 3 times a week using reading book or Bug Club Spelling or key word banks	Weekly use of Sum Dog and Times table practice using traditional methods or Times Table Rock Stars	Additional assignment on Teams alternating between English and maths

### **Achievements and Celebrations**

#### **Certificates and Gold Stars**

As a school we pride ourselves on our motto 'Being the Best We Can Be' and underpinning this motto we have the 6 core values of determination, passion, self-belief, teamwork, honesty and respect. Children are rewarded with certificates when they positively demonstrate these values within their learning, behaviour and attitude. These could be recognised within the classroom, the corridors, at break times, lunch times, visits – everything to do with school and at all times!

Children are awarded a Gold Star for every 3 certificates they have achieved. Following this they are given a special reward for achieving 9 certificates and are then awarded a further reward once they achieve a total of 18 certificates. Children wear gold stars on their uniform with pride.

#### **Team Points**

Children are awarded team points for academic achievements, improved learning attitudes, good behaviour, being helpful, kind and respecting others. Team points are given by any member of staff including cleaners, caretaker, lunchtime supervisors, visitors and office staff. Children are grouped into colour groups. Each colour groups represent a team. Team points are totalled and a winner is announced within the weekly celebration assembly.

#### **Celebration Assembly**

We all look forward to Monday morning assembly when we come together to celebrate our achievements throughout the previous week. We celebrate successes and achievements from in and outside of school. We also hear about the achievements of the sports teams. Some children come and demonstrate their talents for us. Certificates and gold star awards are given out within Celebration Assembly. These celebrations are recorded on the weekly newsletter to share with families and friends.

### **Behaviour and Conduct Expectations**

#### **Parent Partnership**

Parents have a vital role to play in promoting good behaviour in school, and their co-operation and understanding is crucial to the successful implementation of our behaviour policy. We expect all parents and carers to share and support the aims and values of the school behaviour policy. If a child persistently misbehaves parents and carers will be consulted and we will aim to work together to agree a positive way forward.

Bullying in any form from any member of the school community is treated as a highly serious

matter. We work closely with a number of agencies to raise awareness of bullying issues and provide children with the skills to identify and respond to it.

### **Reflection Board**

Sometimes a minority of children do not operate within our rules and a number of sanctions are applied using the reflection board.

1. Conversation- This is an opportunity for the child to discuss what has happened with a member of staff and to be supported to reflect on the incorrect choices being made and the impact that this may be having on their learning or the learning of others around them.
2. Warning- The child is given a formal verbal warning that is recorded on the reflection board.
3. Yellow- The child will be escorted to another classroom for 10 minutes reflection time. If they return to class and continue with the inappropriate behaviour then this will become red.
4. Red- A reflection log is completed, authorised by the senior leadership team and the child will be escorted to the reflection room.
5. Immediate red- fighting, swearing and refusing to accept yellow.

The reflection room is a quiet and calm place where children are supported to reflect on the incorrect choice being made and the consequences of these. Once children are ready to restart their learning school staff will provide work to complete. Children work in the reflection room for changeable lengths of time and return to class after this time is completed. If a child becomes disruptive or refuses to complete the work set for them then their time does not start until they make the choice to complete the instructions set out. Once the work set is completed, all children are encouraged to further reflect on the choices they have made and the behaviour that was displayed through restorative approach questioning. This technique fosters a reflective view on choices made and enables children to consider the consequences of their actions and the impact that this may be having on their learning or the learning of others around them. After this time pupils will be assessed if they are ready to return to class.

In cases where children refuse to accept the above consequences or behaviour is severe, pupils may be sent for off-site learning or be excluded. This is at the discretion of the Head Teacher and Governing Body. Class Teachers will communicate with parents around incidents on the reflection board or occasions where children have been in the reflection room.

### **Attendance and Punctuality Expectations**

Cockton Hill Junior School places high importance on attendance and punctuality. Classes receive rewards for having the best attendance and punctuality on a weekly basis. We teach our children the importance of attending school regularly and on time. If your child's attendance falls below 96% then the attendance team will be in touch with you to offer support and work with you to improve your child's attendance. This will also be the case for those children who are persistently late or who have an emerging pattern of attendance over a time period.

### **Absence**

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If your child is absent from school it is vital that you inform the school on the morning of the first day of absence, via phone or contact in the school office. Absence without explanation will be counted as unauthorised leading to prompt contact attempts from school including texts, phone calls and uninformed visit from school staff. All absences must be accounted for so it is important that you keep the school informed of all absence.

If your child arrives at school late please enter via the main entrance as all late arrivals must sign in via the electronic system in the main reception. Lateness will be also be monitored by the Attendance Team who will be in touch with you to offer support and work with you to improve your child's punctuality.

### **Persistent Absence**

From September 2015, the Department of Education threshold for Persistence Absence was set at 10% therefore pupils with attendance at 90% or below level will be contacted by the Attendance Team at school alongside the Local Authority. Parents of a child who fail in their duty to ensure their child's regular attendance at school commit an offence under Section 444 of the Education Act.

### **Leave of Absence**

There have been changes made by Government regarding leave of absence. This applies to all schools and the new legislation came into force on 1 September 2013.

The amendments to the 2006 regulations now make clear that the Governing Body may not grant any leave of absence during term-time unless there are exceptional circumstances e.g. family bereavement. The Head Teacher will determine the number of school days a child can be away from school if the exceptional circumstances leave is granted. A written application for leave of absence using the schools form must be submitted to the Head Teacher via the School office. This is will processed by the Attendance Team and a meeting arranged to discuss the request.

### **Meeting the needs of all pupils** **Equal Opportunities**

We uphold our equal opportunities policy and ensure all children regardless of race, gender or disability have access to the same resources, activities and learning experiences. We work to adapt the curriculum to meet the needs of all learners to enable full access to a wide curriculum. We encourage all children to develop their individual talents and interests and have positive and healthy attitudes towards learning and high expectations of themselves.

### **Special Educational Needs and Disabilities (SEND)**

We are committed to meeting the needs of all children including those with SEND. We would ask parents and carers to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the Local Authority or other agencies may be requested to ensure that the school can meet any needs appropriately.

Children may be identified by their teacher as having specific learning needs. This will be discussed with parents and carers at an early stage. Appropriate measures, in consultation with parents and carers, will be taken within the resources of the school to ensure that these

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children will be given every opportunity to make good progress. The class teacher will liaise with the Special Educational Needs and Disability Co-ordinator, to devise programmes of work or intervention appropriate to each child. This will form a support plan and will be reviewed at regular points across the school year. Through close consultation with parents and carers we may agree to liaise with outside agencies to ensure pupils' needs are appropriately met.

Mrs J Cooper is the designated Special Educational Needs and Disabilities Coordinator (SENDCo) and can be contacted via the school office.

### **Applying for a school place if your child has an Education, Health and Care Plan (EHCP)**

Children and young people with an EHCP follow a different admission and transfer process for a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care Plan assessment or following the most review meeting.

If your child has an EHCP, or is undergoing an Education, Health and Care needs assessment, you should contact the SEND Casework Team for advice. They can be contacted on 03000 265 878 and via email at [sencasework@durham.gov.uk](mailto:sencasework@durham.gov.uk)

### **Arrangements for admission of pupils with disabilities**

All children will have the same access rights. The school is very willing to review the facilities it offers and is willing to make modifications if required in order to meet the needs of our children. The school has undergone major building work to improve the access arrangements within the building.

### **Local Authority Local Offer**

From September 2014 Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision within school and within the local area. The County Durham Local Offer can be found at the following website: [www.durham.gov.uk/localoffer](http://www.durham.gov.uk/localoffer)

The full range of local support available for children and young people with SEND and their families within and outside of school can be found at the following website: [www.durham.gov.uk/article/22107/Advice-and-support-providers](http://www.durham.gov.uk/article/22107/Advice-and-support-providers)

### **Health Care Plans for Medical Needs**

Children with ongoing medical or diagnosed conditions, including asthma, will have a Healthcare plan in place completed together with parents, children and school staff. The Health care plan details the medical condition, signs and symptoms and any treatment required.

### **Medication Administration**

We can administer medication in school including antibiotics, ear/eye drops and cough medicines. If a child requires medicine within the school day parents must ensure that the school office is aware of this and a medication administration form must be completed at

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the school office. Medication cannot be administered without this form fully completed. We have trained staff who will administer the medication. We request that parents hand over any medication to the school office at the start of the day and collect this at home time. We do not allow the use of cough sweets or lozenges in school.

Asthma inhalers should be kept in pupils individual class trays in classrooms so that children can access them if needed. They should be taken outside if lessons are taking place elsewhere on the site and on all school trips and events. We hold an emergency inhaler in the main office. Parents are responsible for checking the use by dates on all medication regularly including inhalers.

### **First Aid**

Across school we have a number of trained first aiders who are the only staff that can administer first aid. The member of staff who administered the first aid will ensure that parents are informed of first aid their child has received by sending the copy of a first aid slip home with the child that will be completed when first aid was administered.

### **School Nursing Team**

The school nurse will visit children across school to carry out voluntary height, sight and weight checks. The school nurse visits school regularly for a programme of education on health matters. The School Nurse team may also visits individual children. If you would like to discuss a matter with the nurse please contact the school office for contact details.