



Emmaville Primary School

Crawcrook, Ryton

Tyne & Wear

NE40 4ND

Telephone & Fax: 0191 4132460
emmavilleprimaryschool@gateshead.gov.uk

Head: Avril E. Armstrong

Dear Parents and Carers,

It is my pleasure to welcome you to Emmaville Primary School. I feel incredibly proud and privileged to be the Headteacher of our wonderful school, where every child is valued, respected and encouraged to fulfil their potential.

Our school community is united by our belief that every individual deserves the opportunity to succeed, develop as an independent learner and discover their own unique strengths and talents. Together, we learn, acknowledge and celebrate one another's achievements and individuality.

Our school motto, '**Together we grow**', reflects our belief that learning is a lifelong journey. At Emmaville, children are encouraged to be curious, creative and confident. Through a rich and varied curriculum, they have opportunities to acquire knowledge, develop skills, think creatively, overcome challenges and, most importantly, have fun and enjoy learning. We want every child to believe that **no door is closed to them**. We inspire our pupils to approach new experiences with confidence, to embrace challenges and to develop the resilience and independence they need to face whatever the future may hold.

We believe that the very best education is built on a strong partnership between pupils, parents and carers, staff, governors and the wider community. By working together in a spirit of trust, openness and mutual respect, we can ensure that every child receives the support, encouragement and opportunities they need to flourish.

I hope that your family will become a happy and valued part of our school community and that your child will enjoy the many exciting experiences and opportunities that Emmaville Primary School has to offer throughout their primary school years.

Further information about our **Nursery admission procedure** is included within this prospectus, along with **Gateshead Council's admission arrangements for Reception**. I would always encourage prospective parents and carers to come and visit us, meet our staff and see our school for yourselves. Please contact the school office to arrange an appointment—we would be delighted to welcome you.

I look forward to working with you and watching your child learn, grow and thrive as part of the Emmaville family.

Very best wishes,
Avril E. Armstrong

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Welcome to Emmaville Primary School

Our motto '**Together we grow**' embraces the belief that pupils, staff, parents and governors are all on a continuous learning journey.

This prospectus is intended to be an introduction to the school. It contains essential information about the school, and we hope it will also give you an idea about what Emmaville is really like.

We would like to welcome your child to our school and hope that they will enjoy their time with us. Within Emmaville, we have pupils aged 3 - 11.

Address and Telephone Numbers

The Director of Education
Education Office
Civic Centre
Regent Street
Gateshead Council NE8 1HH
Telephone Number: 0191 4333000

Emmaville Primary School
Main Street
Crawcrook
Ryton
Tyne & Wear
NE40 4ND
Telephone Number: 0191 4132460
Email: emmavilleprimaryschool@gateshead.gov.uk

Headteacher: Avril Armstrong

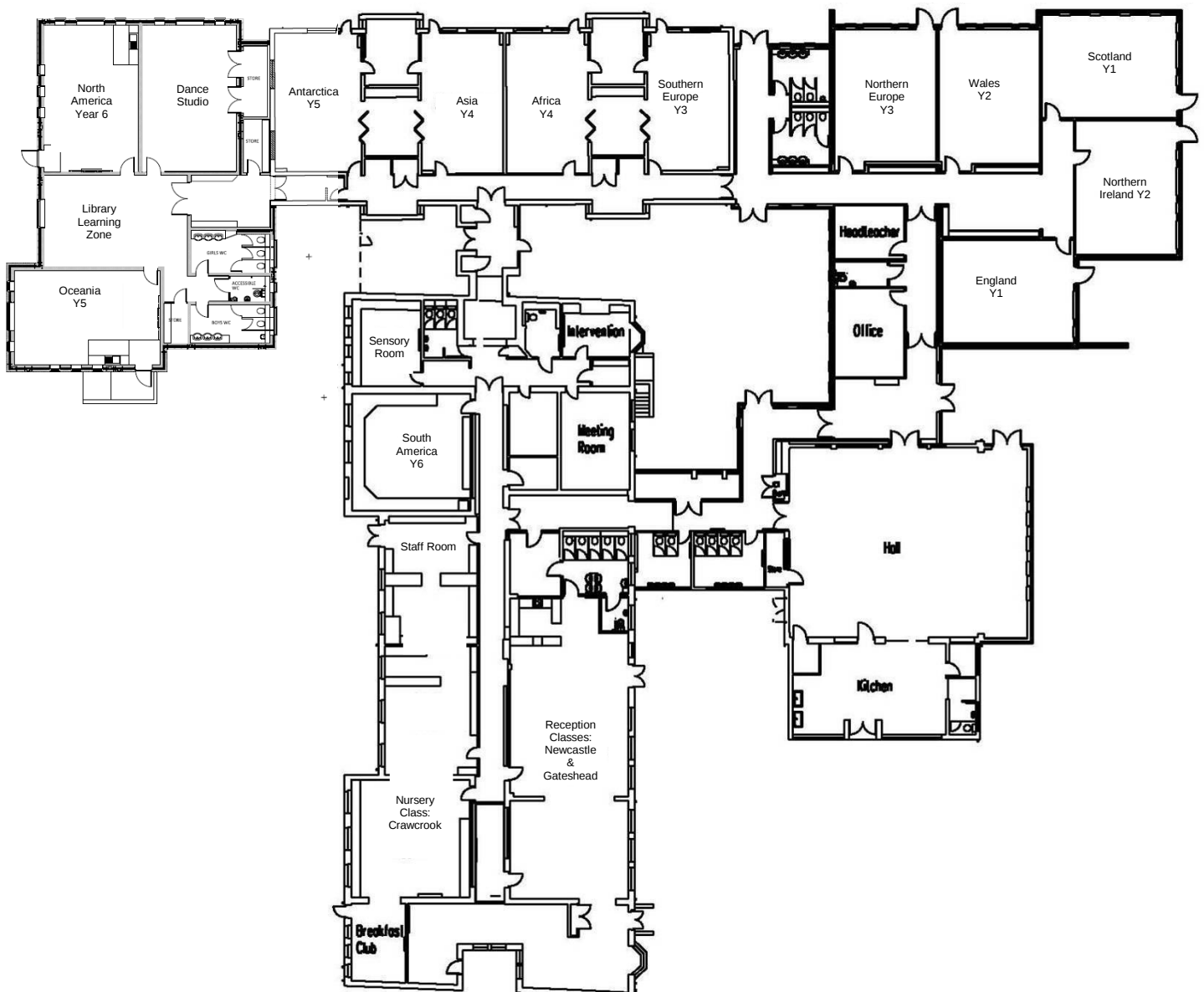
Assistant Headteachers: Beth McPherson and Jessica Woolard

Chairman of Governors: Mr Bill Purvis

Security and Access to School

We are very aware of the need to protect everyone in the school building, so we have a security lock on the main entrance and on doors leading from the school foyer.

All visitors to school are welcome and should enter school by the main entrance (see plan) they must report to the office and sign in. On leaving the premises visitors should sign out. This is vital to ensure the safety of all children and adults in school. All other doors to school can only be opened from the inside.



Plan of Emmaville Primary School

A few historical facts about Emmaville School

A large section of the present school building was opened in August 1907, although there was an Emmaville Colliery School in the village for many years before this date. Since this date, the school has faced many changes. At the time of opening, it was an Infant and Junior School, then it became a one form entry Primary School, where there were 30 pupils in each cohort. The school

has a long tradition of serving the community and we aim to continue this tradition long into the future.

A new wing was added to the school in 1988, giving a variety of styles of classrooms and facilities. Further work was carried out to the school building during the summer of 2007. This building work was a result of the enlargement of the school in 2007.



In September 2007, Emmaville became a one-and-a-half-form entry school (45 pupils in each cohort) with the capacity for 315 pupils. As a result of this increase, children were then taught in mixed-age classes, although class organisation could vary from year to year depending upon pupil numbers.

In April 2010, major construction work commenced at Emmaville, funding for this work came from the Primary Capital Programme. The building work was completed for the beginning of the autumn term 2011. The refurbishments to the school have greatly enhanced the indoor and outdoor learning environments for the pupils.



In September 2011, we opened our newly refurbished Early Years Foundation Stage Unit, this provision was for nursery and reception aged pupils providing an excellent resource for children's first steps in education. Not only was the indoor space refurbished for the pupils, but the outdoor space was also greatly enhanced, offering the younger children greater opportunities to engage with nature, as the natural world is a rich resource for social and cognitive growth.



In response to the growth of increasing pupil numbers, we opened a separate Nursery Unit in September 2017.

Although we still refer to the 3 - 5-year-old children as the Early Years Foundation Unit, the 3 - 4-year-old children are taught in the Nursery Class and the 2 Reception Classes are taught in the area that had been previously used to educate both the nursery and reception class pupils.

In September 2018, Emmaville became a two-form entry school, allowing us to take up to 60 pupils in each year group. In order to accommodate the increase in pupil numbers, an extension was added to the school.

In addition to the Foundation Stage Unit, we currently have 12 classrooms; each classroom has cosy corners for reading, assigned areas for role play and practical activities. Excellent transition arrangements are in place for children transferring from the Foundation Stage Unit into Year 1 and from Year 2 into Year 3.



As well as the classrooms, the school has many other learning zones. There is a large and well-stocked library, a main hall that is used for P.E and as a dining area, a dance studio, a rainbow room that is a lovely sensory facility, plus 2 dedicated areas that offer quiet and calm spaces.

The school has excellent grounds, which consist of an extensive playing field, trim trails, a conservation area, a playground at the rear of school with two bicycle shelters and a playground at the front of the school building.



Meetings with parents are arranged on a regular basis to discuss and explain the work that the pupils will be engaged in.

Most of our pupils transfer to Thorp Academy at the age of eleven, although some transfer to St. Thomas More Catholic School in Blaydon

School Achievements:

Sports Games – Platinum Award

Blazing the Trail Gold Award

Gateshead Schools Health & Wellbeing Programme Silver Award

GSSP Friendship Award

GSSP Inspiration Award

GSSP Respect Award

Citizenship Award – Awarded for the second time

Quality Mark

Awarded by the Basic Skills Agency.

Health Education

The school follows the Gateshead No Smoking Policy. We are a No Smoking School.

Teaching Staff

Headteacher:	Miss Avril Armstrong
Assistant Headteacher:	Miss Beth McPherson – Year 6 (North America)
Assistant Headteacher:	Miss Jessica Woolard – Year 2 (Wales)
Foundation Stage:	Mrs Katherine Wallace (EYFS Coordinator, TLR)
Nursery Class (Crawcrook)	Mrs Katherine Wallace (Monday & Tuesday am)
Nursery Class (Crawcrook) Friday)	Mrs Karen Moody (Tuesday pm, Wednesday –
Reception Class (Newcastle)	Mrs Kate Jarvis & Mrs Katherine Wallace
Reception Class (Gateshead)	Miss Rachel Common
Year 1 (England)	Mrs Nicola Johnson
Year 1 (Scotland)	Miss Anna Ware
Year 2 (N. Ireland)	Mrs Emma Graham & Miss Katherine Lamb
Year 2 (Wales)	Miss Jessica Woolard
Year 3 (Northern Europe)	Miss Rochester & Mrs Hamilton

Year 3 (Southern Europe)	Miss Emily McKean
Year 4 (Asia)	Miss Rachel Pearson
Year 4 (Africa)	Miss Victoria Moffitt
Year 5 (Antarctica)	Mr Jakob Robinson
Year 5 (Oceania)	Mrs Sophie Thompson
Year 6 (South America)	Miss Jade Stevens
Year 6 (North America)	Miss Beth McPherson

Senior Leadership Team

Avril Armstrong
Beth McPherson
Jessica Woolard
Katherine Wallace
Maggie McKenna
Deborah Mackay

SENCos

Maggie McKenna (Wednesday - Friday)
Deborah Mackay (Tuesday)

PPA provided by

Kit Saddington
Jane McCormick

Teaching support for subject leadership/SEND/Y6 intervention

Kit Saddington

Teaching Assistants and Support Assistants in the Foundation Stage

Ms Veronika Richter, Mrs Hazel Stoddart,
Mrs Vicki Rushton, Miss Nichola James, Miss Beth Freeman

Teaching Assistants and Support Assistants in Key Stage 1 & 2

Mrs Joanne Dutta, Mrs Terri Ward, Mr Mike Harrison, Mrs Molly Hogg,
Mrs Melanie Cornforth, Mrs Emma Wallace, Mrs Laura Bachoumis,
Mrs Carol Hunter, Mrs Sally Di Pietro, Miss Ashleigh Cormack,
Ms Amanda Dixon, Mrs Alex Holt, Mrs Kelly-Ann Marquis and Mrs Eve Asoni,
Ms Abigail McFadyen

School Business Manager: Mrs Terri Harrop

Administration Staff: Mrs Julie McKie and Mrs Giovanna Stirling

Site Manager: Mr Roger Hamilton

Cleaners: Mrs Diane Harrison, Ms Julie Alison

Lunchtime Supervisors: Mrs Anna Smith, Ms Leanne Kent,
Ms Shannon Scott, Ms Amanda Watson
Ms Gina Taylor

Cook: Mrs Paula Lant

Kitchen Staff: Mrs Julia Hadland, Mrs Marie Pearson, Ms Kerry Snaith,
Mrs Tracey Holmes

Educational Psychologist: Debra Harland

School Inspector: Ms Jane Sutton

Governing Body

The Governing Body meets two times each term and the minutes of these meetings are available to parents in the school office.

School Governors have legal duties, powers and responsibilities. They can only act together; they cannot act individually.

The parents of the school elect parent governors. They will have a child at the school and serve for a term of four years.

Together the Governors act as a kind of Board of Directors and meet to make decisions about the running of the school.

Governors are appointed to help:

- Decide what is taught;
- Set standards of behaviour;
- Interview and select staff;
- Decide how the budget is spent.

School Governors 2026/27

Bill Purvis	Chairperson	Co-opted Governor
Nicky Burke	Vice Chairperson	Co-opted Governor
Avril Armstrong	Headteacher	
Sophie Thompson	Staff Governor	
Jessica Woollard	Associate Governor	
Kate Henderson	Co-opted Governor	
Gemma Brown	Co-opted Governor	

Kristian Skipper	Co-opted Governor
Jonathan Lancashire	Co-opted Governor
Cllr Katherine Henderson	LA Governor
Rachel Phazey	Parent Governor
Christopher Beer	Parent Governor

Clerk to the Governors: Gabrielle Mains, Gateshead Council,
Dryden PDC, Gateshead.

Pupil Premium Funding Rates 2026 - 2027

Pupil premium is based on the following:

- The number of pupils who are eligible for Free School Meals (FSM), or have been eligible in the past six years: £1,550 per eligible pupil.
- Pupil Premium Plus for Looked After Children (LAC) and previously looked after children: £2,690 per eligible pupil.
- Service pupil premium: £360 per eligible pupil.

The money received through the Pupil Premium grant is used in many ways to support those children entitled to this funding. This support can take a variety of forms, group support, partner support or possibly one to one support. A variety of interventions will be used to support the pupils' academic, emotional, social, communication skills, as well as their physical development. For further information on how the pupil premium money is used to support the children please refer to the Pupil Premium Strategy that is on the school website.

At Emmaville School we are keen to ensure that all children make progress, we have high expectations of all children but realise that some will require more support than others.

Aims of the School

It is our aim to offer a high-quality learning environment, an environment where every member of our school community is valued and respected. To this end, we will endeavour to create a happy, safe, responsible, well ordered and stimulating community in which children can flourish.

The school will seek to provide learning experiences that are appropriate to the age, aptitude and ability of the child, yet encouraging the highest possible standards of work and behaviour. We enable children to develop a positive self-image and to recognise a sense of their own worth.

We want to develop children to their potential. To achieve this, school will help pupils to:

- Develop lively enquiring minds, to question and argue rationally and to apply themselves to tasks and physical skills;
- Equip them to develop appropriate relationships with other children and adults and be sympathetic to the needs of others;
- Acquire the skills of self-discipline and self-management; to understand the need for rules in the school, the community and beyond;
- Appreciate human achievement and aspirations;
- Instil respect and tolerance for religious and moral values of their own and other cultures in society;
- Attain knowledge and skills that will enable them to contribute to our local and global communities;
- Understand the world in which they live, including the interdependence of individual groups and nations;
- Acquire the knowledge and skills relevant to subsequent stages in their education, adult life and employment;
- Use language and numbers effectively.

In this way we seek to work with parents to fulfil each child's intellectual, spiritual, moral, cultural and social development.

The School Day

Session times for the nursery aged children:

9.00 a.m. - 12.00 p.m.

12.00 p.m. - 3.00 p.m.

September 2026

Pupil start and finish times are staggered. This is to help create a calm start to the beginning and end to the school day. We also hope it will help with traffic congestion, ensuring the safety of the pupils, and supporting those residents who live close to the school.

Reception pupils - 9am - 3.30pm

Year 1 pupils - 8.45am - 3.15pm

Year 2 pupils - 8.55am - 3.25pm

Year 3 pupils - 8.45am - 3.15pm

Year 4 pupils - 8.55am - 3.25pm

Year 5 pupils - 8.45am - 3.15pm

Year 6 pupils - 8.55am - 3.25pm

All children will have a mid-morning break.

Pupils in KS2 do not have an afternoon break.

Although there is no official break for pupils in KS1 in an afternoon, it is anticipated that they will have a comfort break at some point mid-afternoon and that they will have regular opportunities to use the outdoor classroom space for learning beyond the classroom.

Admissions Policy

The school complies with the LA Policy. Admissions information is available on the Gateshead Council website. www.gateshead.gov.uk/schooladmissions

Admissions

Nursery Provision

The admission number for nursery aged pupils is 78 part-time places. The nursery session is either from 9am - 12 noon or from 12 noon until 3pm.

The school also offers the **30-hour extended entitlement for nursery** aged pupils, the hours for those children who stay with us all day at Nursery are 9am - 3pm.

For those families that require an extended day before the hours of 9am or after 3pm, wraparound can be provided with the use of the school's breakfast and after school club; however, this is paid provision.

Reception

The admission figure for reception aged pupils at Emmaville is 60. The reception cohort are taught in two classes but do share some internal and external space.

Admission into Nursery

Parents can put their child's name down on the nursery waiting list after their child's 2nd birthday. In order to apply for a nursery place, please email the school office including the following details: Child's name, date of birth, parents' name, address and a contact telephone number. When we receive this information the child's details will be added to the waiting list. Children will normally be offered a place in the nursery class the term after their third birthday. Parents will receive a placement offer along with an application pack from the Early Years Foundation Stage Coordinator, Katherine Wallace.

Admission into Reception Class

To apply for a Reception Class place at Emmaville School for September 2027, parents are encouraged to apply online via the Gateshead Council website. Online applications can be submitted from Monday 7th September 2026. The application closing date is Friday 15th January 2027. Parents will receive notification about Reception Class offers from Friday 16th April 2027. Where places are oversubscribed the LA admissions procedure applies, with places being allocated according to established criteria.

School has its own induction booklet available for parents of children who are about to enter the Early Years Unit.

Pupils in the Early Years follow the Early Years Curriculum, which is based around seven areas of learning. These are Personal and Social, Communication and Language, Physical, Literacy, Mathematics, Understanding of the World and Expressive Art and Design. This prepares the children for the formal National Curriculum that begins in year 1.

Admissions Arrangements for Pupils with Disabilities

At Emmaville we are committed to providing a fully accessible environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, social and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Local Authority has made a commitment that wherever possible; children with physical disabilities will be educated in their local primary school. In order that children with disabilities are not disadvantaged, the school liaises with the Local Authority when necessary to ensure that adequate provision is made.

If you need any information or advice on accessibility plans, please feel free to contact the Headteacher who will provide further information.

Attendance and Absence

It is essential that children attend school during term time. We ask for your support in making sure your child attends school regularly.

Should your child be absent for any reason it is your responsibility to contact the school stating the reason for absence. This can be done by a telephone call; messages are recorded and passed to staff. Please note school operates a 'first day response' procedure. If you do not contact us, then we will contact you; this measure ensures we know where children are at all times.

Appointments for the doctor, dentist etc. must be notified to school and children should be collected from school by an adult. Please inform a member of staff that the child has been collected.

In order to improve and maintain good attendance the following incentives have been put in place:

- Class attendance figures are included on the weekly news bulletin and sent out to all families. The class with the highest attendance receives the trophy for their class.



Medical Care and Accident Procedure

Should your child need to take prescribed medication 4 times a day, then please contact the school office. Parents will need to complete a Med 1 form; the form must be completed and the medication handed in at the office. Inhalers for asthma must be clearly labelled with the child's name, dosage and times to be given.

Minor injuries will be attended to in school. We have a number of members of staff with First Aid qualifications. In the event of a more serious accident, we will contact parents; medical assistance would be sought immediately. It is, therefore, vital that we have up to date information relating to emergency contacts, doctor's details and medical details for inclusion in our records.

Parental Involvement

We value good relationships between home and school. Parent partnership is vital to children's education and development. All parents are welcome to contact the school to discuss their children, their work, or any problems that may develop throughout the school year.

Parents will always be consulted whenever there is concern about a child's work or behaviour. Together we will find a common approach to support the child.

Parent consultation meetings are held during the autumn and spring term. This allows parents the opportunity to discuss progress and receive their child's personal targets for the term.

Throughout the year, teachers and parents can communicate via Tapestry (Early Years) or Seesaw (Y1 - Y6). The teaching staff also use Arbor to communicate good news with the parents.

In the summer term, families will receive a school report for their children.

We encourage parents to play an active role in school life. You can help in several ways, assisting in classrooms, supporting after school groups, accompanying children on educational visits, sharing your own skills with the children, making and repairing equipment and developing the school environment. Parent volunteers are welcome in school as their support is greatly appreciated.

If you have a free morning or afternoon and you would like to become involved in school life, then please contact the Headteacher.

All volunteers at school will be required to complete a Criminal Records Disclosure; this is a legal requirement to ensure the safety of all pupils. These forms can be obtained from the school office.

A weekly news bulletin is sent out each Friday via Arbor and includes information of forthcoming events. Please also take time to view the school's website. In addition to this, class letters will be sent out informing parents of class outings or special events.

Home/School Agreement

In accordance with government guidelines September 1999 all parents are asked to sign a home/school agreement. This agreement emphasises the importance of the partnership between home and school i.e. parents are the child's first and enduring teachers.

Complaints

Please contact the Headteacher initially to discuss any concerns. We hope to be able to resolve all complaints, in most cases we find that common complaints can be dealt with successfully at an informal level. Should a parent wish to make a formal complaint, it should be addressed to the clerk of the governing body. The matter will then be referred to the governors of the school. Please note the school's complaints policy is available on the school website.

Charging and Remissions Policy

The Education act 1988 prohibits charging for activities during school time, however, we aim to provide a range of activities to enhance the children's learning. Parents may therefore be asked to make a voluntary contribution towards the cost of these activities. No child will be excluded from these activities through inability to contribute. However, neither will any child be expected to subsidise others. In the event of insufficient contributions being made, the activity may be cancelled. Please note the school's Charging and Remissions policy is on the school website.

School Visits

At various times throughout the school year your child's class may be taken on an educational visit. A detailed letter with a consent form will inform you of the visit and you may be asked for a contribution towards the cost of the visit.



In June 2026, The Year 6 pupils spent 4 days in our wonderful capital city. The London itinerary included the Science, History & Transport Museum, Madame Tussauds, the Tower of London, a river cruise, and an evening at a West End Theatre watching a performance of Hercules.

Rules and Discipline

A high standard of behaviour is always expected from pupils, the rights of the individual child to pursue work and leisure in an orderly fashion without upsetting others is always stressed; parents are asked to support the school in maintaining these standards.

School rules are kept to the minimum. We ask that children are:

Ready, Respectful and Safe

These three words are used for the smooth running of the school and for the comfort of others. Rules are brought to the pupil's attention during assemblies, and in the general day-to-day work taking place within the classrooms. At the beginning of each academic year the children create and agree a class charter that sets out standards of behaviour for the year.

We believe that children will respond well to a caring yet challenging environment in which all feel valued and are aware of what is expected of them. It is important that pupils develop positive attitudes towards themselves and others. The qualities of caring, courtesy and respect are our main aims. It is felt that praise, together with positive reinforcement, are the most supportive ways of achieving these aims.

When unacceptable behaviour does occur, immediate and appropriate action is taken. Usually this involves guidance in the right direction and perhaps some curtailment of privileges.

When severe or persistent antisocial behaviour does occur parents will be immediately notified and will be involved in finding solutions. Unruly antisocial behaviour will not be tolerated.

We operate a reward system through the distribution of team points. The team points are an individual reward system, which pupils receive for a variety of reasons. We also celebrate achievements of our children through positive postcards sent home on Arbor.

Whole class rewards are received through a 'marble jar' system. When the marble jar is full; it is time for a whole class treat.

Pastoral Care

The general welfare of the pupils is the concern of all; a caring atmosphere is fostered in which children can feel confident in the support of all members of staff. We are intent on providing a safe, caring and secure environment where pupils and staff can work in harmony. The children are carefully supervised, both in and out of the classroom and all teaching and non-teaching staff show great concern for the welfare of the children.

In keeping with our policy of close liaison between home and school, parents would be informed of any problems that do arise regarding a child's well-being or happiness, as co-operation between home and school is our approach to resolving problems.

One of the school's teaching assistants, Terri Ward, has received training in the ELSA programme, which enables her to support the mental health and wellbeing of pupils.

Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a pupil may be subject to ill treatment, neglect or other forms of abuse, staff will follow Child Protection Procedures and refer their concerns to Social Services.

School Meals

All pupils in Reception, Year 1 and Year 2 are entitled to a free school meal through the Government's initiative.

In the school kitchen meals are prepared to a high standard, and a varied menu is available daily, with a choice of main course and sweet.

For pupils in Year 3 – 6 who have a school lunch, parents are required to use the online payment system. Any adult wishing to join us for lunch is most welcome; please inform the office in advance.



In order to avoid waste and additional administration, 1 weeks' notice in writing must be given to change from school meals to packed lunch.

Packed lunches should be brought in an appropriate box or bag and marked with the child's name. Healthy eating is always encouraged. Please ensure that no sweets or chocolate are included in packed lunches and a maximum of one cake or biscuit to be included in the lunch box. Fizzy drinks or Sports drinks (this includes isotonic drinks) are not allowed.

Free School Meals

Key Changes to Eligibility

- Universal Credit Expansion: The previous cap of £7,400 per year has been lifted for Universal Credit claimants.
- There are two new categories: Benefits-based free school meals are now split into two tiers:
 - ❖ Targeted FSM: Covers households on Universal Credit earning £7,400 or less per year. This tier continues to attract the Pupil Premium and extra disadvantaged funding for schools.
 - ❖ Expanded FSM: Covers households on Universal Credit earning above £7,400 per year. Children get free lunches during term time, but schools do not receive Pupil Premium funding for this category.

Families who will be entitled to the above should make an application to the Welfare Benefits Section, Gateshead Civic Centre. Please be reassured that matters regarding free school meals will be sensitively dealt with.

School Uniform

The uniform policy can be found on the school website.

The uniform consists of a purple sweatshirt or sweatshirt cardigan with the school logo, light grey polo shirt with the school logo, grey trousers, grey shorts, grey skirt or a grey pinafore (no culottes or skorts). Please note skirts should be regular school skirts and not fashion skirts. In the summer months purple and white gingham checked dresses may be worn (not striped and no play-suits).



Information and order forms for uniform are available on the school website. However, the school office staff will also assist with queries about uniform.

In keeping with uniform and the colours of the school, plain white or grey socks (ankle or knee high only) should be worn. Please ensure that no fashion socks are worn by the children. Plain grey tights may also be worn.

Black polished smartly kept shoes are worn in school; sandshoes are worn for indoor P.E. and trainers may be worn for outdoor P.E. but not for purple uniform days.

The wearing of nail varnish is not allowed. Nor is the wearing of earrings or other items of jewellery. For health and safety reasons no earrings should be worn for school, nor should children wear earrings with plasters covering them or with plastic retainers in their ears. No responsibility can be accepted by the school for jewellery or watches lost on the premises.

Hairstyle colour and accessories should be suitable for primary school children. Hair should be of a 'natural' colour. Short hair should be no shorter than a 'No 2'. Please note that no extreme or fashion hairstyles such as mullets, shaved or tram lines are allowed. School does not permit children to have haircuts that could serve as a distraction to other children, or to wear hair gel. Long hair should be tied back for safety reasons. Ribbons, bobbles, hair bands and slides should be small and simple in style and only in the school colours of purple and grey.

Braids without coloured threads and beads are permitted in cases where race is a protected characteristic under the Equality Act 2010.

It is now school policy, that on PE days pupils should come to school in their PE kit. The school PE kit consists of: black shorts, white T-shirt (summer), socks and sandshoes (indoor) or trainers (outdoor) black tracksuits or leggings, jogging bottoms and black sweatshirts (outdoor).

Please note, no fashion-branded PE kit should be worn.

Year 5, will go swimming in 2026/27. These pupils will need swimwear and a towel and should come to school dressed in their purple uniform. A letter will be sent home informing parents when their child will be going swimming.

All clothing must be marked with the child's name for easy identification, this includes coats.

We ask for your support in respect of the uniform policy and guidelines agreed by the Governing Body of this school.

Collection of Pupils

We ask that pupils in Key stage 1 are escorted and collected from school by an adult. Pupils in Key stage 2 may walk to and from school by themselves, once we have received email consent from parents/carers. However, we do want to remind families that we have a very busy road to the front and rear of the school, and for safety reasons we would prefer that an adult accompany children.

If children are attending an after-school club, they should go to their club after being dismissed from the classroom. They should be collected by an adult at the end of the session at the front entrance to school. If a child is not going to attend the club then parents/carers should inform school.

If children need to attend the dentist or have a doctor's appointment during the school day, they must bring a note to school advising us of this and they must be collected and returned to school by an adult.

All arrangements are for the safety of the children.

If parents or carers are running late collecting their children, then we would appreciate a phone call. The children can either wait in the entrance area of the school, or the school office where they can sit on the sofa and read a book. Please make sure you notify a member of staff when you arrive to collect the children.

Mobile Telephones

Pupils are not allowed to use mobile phones at school. If it is necessary for any child to bring a mobile phone to school, then they need to hand it to their class teacher on arrival at school. The mobile phone will be securely stored until the end of the school day.

Content and Organisation of the Curriculum

The 1988 Education Act requires that the following areas of the National Curriculum be taught in schools.

Core Subjects	Foundation Subjects
• English • Mathematics • Science • ICT • RE	• Geography • History • Design & Technology • Music • Art • Physical Education • Modern Foreign Languages • PSHE

Through Religious Education and PSHE, we hope to promote Equal Opportunities and Multi-Cultural Education. We also aim to promote co-operation, empathy and tolerance, both in our school and in the community. We will seek to prepare children for life in a multicultural society and our curriculum will reflect the cultural diversity of our country and promote an understanding of the place of the UK in a wider independent world.

The school is organised in the following way:

Nursery - aged 3 - 4

Reception - aged 4 - 5

Year 1/2 - aged 5 - 7

Year 3/4 - aged 7 - 9

Year 5/6 - aged 9 - 11

The children in Foundation Stage (3 - 5-Year-old children) follow a specially planned curriculum based on the 7 areas of learning mentioned earlier. Opportunities for active learning through exploration, investigation and discovery involving all the senses are inherent in the experiences that are planned and developed in those which arise naturally.

The formal National Curriculum begins in Year 1 after a period of transition from Foundation Stage. The National curriculum has specific Attainment Targets and Programmes of Study. Attainment Targets are the knowledge and understanding which pupils of different abilities and maturities are expected to achieve by the end of each key stage.

Programmes of Study are the matters, skills and processes, which must be taught to pupils of different abilities and maturities during the key stages in order to achieve the Attainment Targets.

In the early years, subjects are taught through a topic, which enables work from different curriculum areas to be integrated. However, in the reception classes the core subjects are taught separately.

In Key Stage 1 & 2 all subjects are taught discretely. However, cross-curricular links are made whenever possible.

Class arrangements for 2026/27

All classes will be organised into single age classes. There will be two classes per year group. The children in each cohort will receive the same learning experiences as the teachers for each year group will plan together. Curriculum overviews for each year group for 2026/27 can be found on the curriculum section of the school website.

At the end of each term, we have an enrichment week, the focus of this week will be extremely varied from term to term.

During enrichment weeks the children have the opportunity to acquire knowledge and to develop a variety of skills. They can also enjoy working with people from the wider community.



The curriculum planned for the children is not content driven but focuses upon the knowledge and skills pupils need to acquire. Learning will be linked to local, national and international events.

The importance of pupils learning through first-hand direct experience is valued highly in school. Classrooms are therefore organised thoughtfully with subject resources available in different areas of the room to support the pupil's learning to the appropriate level.



The practical areas are an integral part of each classroom's working space and provide considerable opportunity to develop and challenge the imaginative and investigative skills of the pupils. Teamwork and co-operation are encouraged amongst the pupils, and the staff collaborate and consult closely about the learning needs of each child.

Entitlement Plan

Our whole school entitlement plan fulfils the requirements of the National Curriculum and ensures good and in some cases outstanding progress in all subjects through both key stages. Teaching of all subjects will be carried out through a mix of whole class teaching, group, paired and individual work. Where appropriate, classes will be taught as a unit, but the development of many skills requires children to work in smaller groups. Groupings within classes will vary, on some occasions pupils of similar abilities will work together while on other occasions the organisation of the groups will be by friendship or to enable children of differing abilities to work together.

The whole school curriculum planning will ensure continuity and progression in National Curriculum subjects. School curriculum documents are constantly monitored and reviewed by the staff through curriculum development meetings.

When Emmaville was inspected in February 2025, the Ofsted report contained the following statement, 'The school has developed an ambitious and broad curriculum for all.' The report recognised that the school had organised the knowledge and skills pupils will learn in a logical manner.

English

Fluency in the English language is an essential foundation for success in all subjects.

English is taught through an integrated programme of speaking and listening, phonics, reading, vocabulary development, grammar, punctuation, spelling and writing. The teaching of these skills are integral aspects of the teaching of every subject. The children's abilities in English are developed across the curriculum. They are taught to communicate and express themselves clearly and effectively in speech and writing, great emphasis is placed upon the ability to listen and understand.

Emmaville is a Voice 21 school where Oracy is an integral part of the curriculum. We encourage our children to articulate ideas, develop understanding and engage with others through speaking, listening and communication.

Oracy is a powerful tool for learning; by encouraging children to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all pupils, not just some, to find their voice to succeed in school and life.

Ofsted 2025 reported the following:

'The school's reading curriculum is highly ambitious. Staff have the expertise required to teach reading effectively. Pupils develop into fluent and confident readers who show a love of reading. Those in the early stages of reading develop secure phonics knowledge. Consistent teaching of the well-established phonics programme means that pupils achieve well. This includes pupils with SEND, who benefit from precise guidance. Pupils with gaps in their phonics knowledge get effective support to catch up.'

A structured approach to help pupils of reception age develop their phonic skills is delivered using the Read Write Inc programme, this programme is also used in Key Stage 1, and when necessary, in lower Key Stage 2. Information regarding this scheme is available for parents on the school website.

To support children's reading development, we use the following programmes, Accelerated Reader, Lexonik, Fresh Start and Reading Plus.

To further strengthen the teaching of reading at Emmaville, and to help develop their comprehension skills, we use the 'Just Imagine - Take one Book' approach.

When children are ready to access reading books, they are encouraged to experience a wide variety of reading material at appropriate levels of complexity and interest. We want our children to become competent, enthusiastic, fluent

readers; however, reading development is seen as a partnership between home and school. Children are encouraged to choose books to take home to share with parents. The school reading record provides a link for communication between home and school.

From a very early age, children in our school are encouraged to write. Correct pencil and letter formation is encouraged from day one. Mark making is developed through a variety of areas and with a variety of mediums.

Since September 2017, Emmaville School has been involved in the Primary Writing Project, Talk4Writing. This project was established by the author Pie Corbett and his colleague John Stannard. Talk4Writing is a process not a product and is a focus on whole school implementation for sustainability. Through this project the staff at Emmaville have worked in partnership with colleagues from other schools. Through this process we have further developed professional skills as well as creating an even better environment to nurture and develop the pupils' ability to write with enthusiasm and confidence.

In the Early Years, the Talk for Writing approach encourages our very young children to engage in oral composition, this continues on throughout key stage 1.

In September 2026, we introduced 'Drawing Club' to the Early Years curriculum. This is a fresh approach to encourage our younger pupils to write with clarity and confidence.

Mathematics

At Emmaville we believe that mathematics is essential to everyday life, critical to science, technology and engineering, and necessary in most forms of employment. A high-quality mathematics education, therefore, provides a foundation for understanding the world, the ability to reason mathematically and a sense of enjoyment and curiosity about the subject. We believe that mathematics should help our children to develop an appreciation of, and enjoyment in, the subject itself, as well as a realisation of its role in other curriculum areas.

We recognise that a whole-school systematic approach to delivering quality maths, is vital to our success. We use a 'Mastery Programme' in which all pupils are encouraged by the belief that by working hard at maths they can succeed. Through fully adopting the mastery approach, alongside meeting the three main aims of the new national curriculum for mathematics, we want all children at Emmaville to develop into confident and competent mathematical thinkers, who are able to use maths in real life situations. Children are encouraged to make

rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

Our children are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time. However, we do use adaptive teaching methods to support and include all pupils. Teachers use every relevant subject to develop pupils' mathematical fluency, and our children are offered a wide range of practical activities to stimulate and reinforce their mathematical thinking.

Since 2018 we have worked closely with the National Centre for Excellence in the teaching of Mathematics (NCETM) and the Great North Maths Hub to ensure that our mathematics curriculum and teaching promotes and supports the progress of all of our children to achieve to the highest possible standard.

The school continues to participate in the NCETM and the Maths Hubs network, Mastering Number Programme.

Science

The Science Scheme of work is set out so that we meet the requirements set by the National Curriculum.

Through the teaching of science, we aim to encourage our children to develop inquisitive and enquiring minds through the use of scientific investigations. We want the children to understand how science has changed our lives and is vital to the world's future prosperity. We aim to develop 'Science Capital' within the school - the measure of the school's engagement with science; how much we value it and how much it connects to our lives. This in turn supports our 'STEM Capital', and how our children will engage with, and aspire to careers within, Science, Technology, Engineering and Maths as they grow older. This, of course, directly helps to build our 'Cultural Capital', giving our children the greatest possible knowledge, experiences and aspirations within the world around them.

Children will study a number of different scientific topics; science will often take them outdoors into the local environment where they will be able to develop and practice investigational and observational skills. They will record and interpret findings and form and test hypotheses. It is hoped that through the teaching of science the children will acquire knowledge and understanding of the world around them.

Computing

Following the aims set out in the National Curriculum for computing we ensure that pupils:

- Can understand and apply the fundamental principles and concepts of computing science, including abstraction, logic, algorithms and data representation;
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- Are responsible, competent, confident and creative users of information and communication technology.

Computing has deep links with mathematics, science and design and technology. It provides insights into both natural and artificial systems. We aim to educate and equip the children to use computational thinking and creativity so they can understand and change the world.

The school has a number of laptops and iPads, and ICT is used across the curriculum. In the first instance the children are taught to generate and communicate their ideas, retrieve, process and display information. At a later stage they are taught how to interpret, and check information held on IT systems.

History

Through the teaching of history, we enable the pupils to develop an awareness of the past and the way in which it differs from the present. Whilst engaging in this subject, the children will gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Pupils have an opportunity to learn about the past from a range of sources, encouraging them to be curious, to ask questions, to think critically, to analyse evidence including the use of artefacts, pictures, photographs, visits, written sources, computer-based materials and from visitors to school. Children are taught a sense of chronology and to learn about changes in everyday life over long periods of time. We introduce children to historical personalities and events through stories, poetry, photographs, paintings and television, at local, national and world levels. Drama activities are planned to support children to gain a better understanding of life in the past.

Geography

Through the teaching of geography, we aim to inspire a curiosity and fascination about the world and its people. The children will gain knowledge about diverse places, people, resources and natural and human environments. They will also be equipped to have a deep understanding of the earth's key physical and human processes.

In geography we help pupils make sense of their surroundings and to gain a better appreciation and understanding of the variety of physical and human conditions on the earth's surface. First-hand observation and experience are gained from relevant visits within the area and it is used to extend their interest and knowledge beyond the locality. A wide range of materials are used including maps, globes, photographs and written accounts. We encourage the children to appreciate and protect the environment, the starting point being our school.

Design and Technology

The children are taught to understand the significance of this subject. Through the teaching of this subject, they learn to plan, make and evaluate. Using creativity and imagination, pupils will design and make products that solve real and relevant problems within a variety of contexts, considering their own and other's needs. The pupils will develop a broad subject knowledge, and draw upon other subjects such as mathematics, science, engineering, computing and art. Pupils will be encouraged to take risks, becoming resourceful, innovative, enterprising and capable citizens,

Physical Education

Children will be encouraged to become active participants in all areas of physical activity and will be helped to develop the skills necessary to excel in a broad range of sporting activities.

Pupils will be physically active for sustained periods of time and will be engaged in competitive sports and activities. We will encourage the pupils to lead healthy, active lives.



P.E. is provided through team games such as netball, rugby, basketball, football, hockey, tennis, rounders and cricket, as well as individual sports such as fitness, movement, yoga, athletics, gymnastics and cross-country. Emphasis will be placed on enjoyment and the development of a positive sporting attitude.

Through a variety of sporting activities, the children will become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

All children will receive swimming tuition at Blaydon Baths when they are in Y5.

Emmaville School is part of the Gateshead Primary Sports Programme and the Healthy Schools Programme. Pupils regularly represent the school in local festivals. As a result of our involvement in the Sports Programme we have the opportunity to have several coaches visit school to work with the pupils on a variety of sporting skills.

All teachers in school are trained to teach primary P.E. and regularly attend courses to update skills and implement new initiatives. At Emmaville, the Sports Coordinator's role is shared by 3 members of staff. They are, Emily Rochester, Emma Graham and Karen Moody. They all have a passion for sport and healthy lifestyles and work very closely with the Local Authority to provide high quality training for both staff and children. For further information on how the school uses our Sports Grant please refer to the school website.

School has links with RACA Football Club, Ryton Rugby Club, Ryton Cricket Club, Newcastle United Football Club, Newcastle Foundation, Newcastle Eagles.

Music

Through the teaching of music, we want to engage and inspire pupils to develop a love of this subject. In music we encourage the children to explore a variety of sounds and to develop an appreciation of different types of music, which may have an influence upon their own compositions. Children participate each year in music workshops provided by the Music Service.

Mrs Jarvis is the school's music coordinator. She not only advises on the school's music curriculum but liaises with musicians to offer private lessons.

Miss Pearson, Miss McKean and Miss Cormack organise the school choir and the children participate in festivals and local musical events.

Pupils in Year 3 learn how to play the Penny Whistle with Mrs Hamilton.

Pupils in Year 4 learn how to play the trumpet with Mrs Bachoumis.

The school has its own Samba Drum equipment and the children get to use this equipment at varying points in their school career.

We also have a set of Steel Pans that pupils in Year 6 learn to play with the help of Mrs Jarvis.

In 2026/27, we will be continuing to offer pupils the opportunity to learn to play the following instruments: Guitar, Drums, Violin and Ukulele. Mrs Jarvis has organised for music tutors to use the school premises to facilitate the teaching of private lessons. The lessons will either take place before or after school, and parents will be required to pay for the lessons.



Art and Design

We aim to provide the children with many different experiences in art so that we can engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Through art appreciation, pupils will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Whenever possible we like the children to work with visiting artists, so they are able to learn about their skills and work. We feel the children benefit greatly from this experience, learning about techniques from the experts themselves.

Languages

Through the teaching of language, we want to provide an opening to other cultures. We aim to foster pupils' curiosity and deepen their understanding of the world. The main language we teach in school is French; however, we do introduce the children to other languages too.

PSHE

Within school, we provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. They learn to understand and respect our common humanity, diversity and differences, so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At Emmaville, we choose to deliver Personal, Social and Health Education using Jigsaw, the mindful approach to PSHE.

British Values

We believe British values are best defined as set out below; however, these values are not actually unique to Britain alone.

- Democracy;
- The rule of Law;
- Individual liberty;
- Mutual respect;
- Tolerance of those of different faiths and beliefs.

At Emmaville Primary School, the above values and attitudes are promoted by all staff, who provide a model of behaviour for our pupils. The principles will be taught to the children in a variety of ways and they will encounter these principles in everyday school life. We have a very strong commitment to developing the Spiritual, Moral, Social and Cultural attitudes of the children at Emmaville, we want the children to be excellent citizens and this is developed throughout all aspects of the curriculum.

Religious Education and Assembly

The teaching of RE is in keeping with the practice in all state schools and is taught according to the Agreed Syllabus produced by the Local Authority.

Through the teaching of RE we are encouraging pupils to explore the place and significance of religion in human life.

To support the children's understanding of world religions, in 2026 - 2027 children in each year group will visit the following places of worship:

Year Group	Place of worship	Religion	Term of visit
Reception	Crawcrook Centenary Church	Christianity	Autumn 2
1	Auckland Project	Christianity	Summer 1
2	Gurdwara Sri Guru Singh Sabha	Sikhism	Summer 1
3	Newcastle Reform Synagogue	Judaism	Autumn 2
4	Hexham Abbey	Christianity	Spring 2
5	Hindu Temple Newcastle	Hinduism	Summer 2
6	Newcastle Central Mosque	Islam	Spring 1

The school follows the policy of a daily act of collective worship that will be wholly or broadly of Christian character reflecting the broad traditions of Christian belief. The school's act of collective worship will include, at various times, hymns, songs, prayers, music, drama, reflection and stories.

Special occasions that include Easter, Christmas, Harvest and Remembrance will also be celebrated. Festivals, stories, music and prayers from other faiths are also included. Each class will have the opportunity over the year to prepare a special assembly to which parents are invited.

Visitors are also welcomed into the school to lead assemblies and the school has close links with the Holy Spirit Church, the Centenary Church. The Open the Book Team from the Holy Spirit Church visit the school every half term to perform stories from the Bible. Each term the school provides the children with the opportunity to participate in Prayer Space Stations; this allows the pupils to reflect upon several social, spiritual and moral issues. Pupils in Key Stage 1 also have the chance to enjoy Godly Play sessions. Pupils in Year 5 have the opportunity to work with Sam Cree on Diaries of a Disciple.

Parents have the right to withdraw their children from Religious Education lessons and/or collective worship. Those wishing to do this must contact the Headteacher.

Curriculum overviews for the year are posted on the school's website.

Relationships and Sex Education (RSE)

From September 2020, the Health Education and Relationships aspects of PSHE (Personal, Social, Health and Economic) has been compulsory in all primary schools.

Relationships Education includes families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Health Education will include mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

Sex Education

At all times sex education will be dealt with in a moral framework with emphasis on family life and respect for others. Sex education is part of the school's health education programme. Certain aspects may occur incidentally within other areas of the curriculum, for example in science or in R.E. lessons. We want to create a climate in which children feel able to ask questions and to have those answered by their teachers in a frank but appropriate way.

In Year 5 and 6 a specific programme is planned based on a Healthy Body, which will cover some aspects of the human body and reproduction. This now forms part of the statutory National Curriculum for Science, in which the children learn about and describe the life processes of reproduction in some plants and mammals. They also learn about the changes experienced in puberty in humans.

Special Educational Needs and Disabilities (SEND)

At Emmaville School, we believe every child deserves the opportunity to achieve, thrive and feel a strong sense of belonging. We are committed to an inclusive approach to SEND, ensuring that children's individual strengths, needs and aspirations are understood and supported through high-quality teaching, early identification and appropriate, timely intervention.

Our approach reflects the direction of travel set out in the Department for Education's *Every Child Achieving and Thriving* White Paper, published in February 2026, which places greater emphasis on inclusive mainstream

education, early support and ensuring that schools have the expertise and resources to meet a wide range of needs.

We work closely with children, families and specialist professionals to remove barriers to learning and enable every pupil to participate fully in school life. At Emmaville, SEND is not simply about additional provision; it is about creating a culture in which **every child is known, valued and supported to achieve their potential**.

The school was inspected by Ofsted in February 2025 and the report included the following:

'Pupils with special educational needs and/or disabilities (SEND) are supported to access the curriculum and are included in all aspects of school life. Pupils with SEND flourish here.'

'The school has developed an ambitious and broad curriculum for all. Pupils with SEND access this ambitious curriculum because teachers are skilled in supporting them.'

'The school has high expectations for all pupils. The needs of pupils with SEND are identified in a timely way. Staff are provided with clear and useful information about the individual needs of pupils with SEND. They use this information well to provide extra support for the pupils.'

We are extremely proud that the SEND provision at Emmaville was acknowledged so positively in our last Ofsted inspection; demonstrating the school's commitment to inclusion.

Homework Policy

Homework is encouraged and forms part of the home-school partnership. Parents can be a valuable means of support in consolidating schoolwork; there is much that parents can do to help their children. Homework is given in each department. In the last year of Foundation Stage and in Key Stage 1 we ask parents to help their child to learn key sounds and words for reading, to share reading books, to practise simple spelling rules and to play maths games.

In Key Stage 2 we ask parents to encourage their child to read regularly, practice spelling rules, learn multiplication tables and related facts, and ensure Maths and English homework is completed satisfactorily.

Year 6 pupils are also given additional homework to help prepare them for their Key Stage 2 SATs tests.

Parents' support in ensuring that all homework is completed on time brought is greatly appreciated.

Extra-Curricular Activities

The opportunity to take part in sporting, musical or social events outside of school time is something we actively encourage.



During the last academic year, we offered the following after school clubs: We try to provide as many enrichment activities as is possible. Most year groups have at least two enrichment visits each year. The visits vary from year to year and are often linked to the curriculum. Themed enrichment weeks take place each term and will be cross-curricular.

During 2026-2027 we offered the following lunchtime and after school clubs.

Choir Irish Dancing Dance Drama Art Story Art Origami

Steel Pans Trumpet Guitar Ukele

Football Rugby Netball Tennis Speed Stacking Multi Skills

Basketball Cricket

Tiny Tasters Photography Eco Wildlife Lego Coding Mindfulness

Forest School

Lunchtime and after school clubs, will by necessity, vary from year to year and even during the school year, according to seasons or availability of staff and external coaches.

In addition, activities such as Emmaville's Rainbow Fun Run, World Book Day, Children in Need and other events involving the children will take place during the school year.

Extended School Services/Wraparound Provision

The Governing Body and Teaching Staff at Emmaville School are committed to offering a range of services that will benefit the children and the Community of Crawcrook.

Since October 2012 the school has been in a position to offer Extended School Services at the end of the school day as well as at the beginning. Further information in respect of this service is available on the school website. This provision is run through the Governing Body of the school and is supervised by existing members of staff who are familiar to the children. As well as being known to the children, the staff have all of the necessary qualifications and training to care for the children who may access this provision.

Giovanna Stirling organises the wraparound provision therefore all enquiries and bookings should be emailed to Giovanna Stirling:

giovannastirling@emmavilleprimary.org.uk

Breakfast Club

This service is available from 7.30am each day.

There is an initial registration fee of £5.00. Children can attend every day if parents wish.

After the initial registration fee, the costs are:

£3 from 7.30am until 8.50am;

£2 from 8am until 8.50am.

The fee includes a healthy breakfast. There is always a choice of cereal and fresh fruit, hot and cold drinks are served as is toast, crumpets, pancakes or muffins. Sometimes a continental breakfast is provided. After breakfast, children can play a variety of games or participate in an art activity. Children are occupied and supervised until it is time for them to go into class



Extended School's Services

An After-School Club is also available.

After School Club is open until 5.55pm on an evening, and the same applies as the Breakfast Club; there is an initial registration fee of £5.

The session costs are:

1 session until 4.15pm - £3

2 sessions until 5.15pm - £6

3 sessions until 5.55pm - £9

The fee includes a light snack which will vary from day to day.

Assessment and Reporting to Parents

Continual assessment of pupils takes place throughout the year.

Children in reception class are assessed using the Reception Base Line Assessments (RBA) within the first 6 weeks of being in school.

In June of each year, the Year 1 pupils have to take a Phonics Screen Test. The parents of Year 1 pupils are provided with the results of this screen.

Pupils are formally assessed at the end of Key Stage 2 (Year 6).

Multiplication Check - The multiplication check (MTC) is a statutory requirement in primary schools. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. The MTC will be taken by pupils at the end of Year 4.

During the year, pupils in year 2, 3, 4, 5 & 6 will complete short tests/assessments in Mathematics and English. These are purely to aid teachers to monitor individual progress.

We want the best for all pupils and that is all we ask, that they try their very best at all times. We will be there to support them at every step of the way.

School Term Dates 2026/2027

	Start of term	Half Term	Last day of term
Autumn Term	1.9.26	26.10.26 - 30.10.26	18.12.26
Spring Term	4.1.27	15.2.27 - 19.2.27	25.3.27
Summer Term	12.4.27	28.5.27	16.7.27

All dates are inclusive.

In addition to the above dates, school will be closed to pupils on:

- ❖ **Monday 3rd May 2027 (Bank Holiday).**
- ❖ **Monday 2nd November 2027 - Professional Development Day**
- ❖ **Friday 28th May 2027 - Professional Development Day**

Schools in Gateshead re-open on Monday 6th September 2027.

Complaints Procedure

The complaints procedure can be found in Gateshead Local Authorities Information for Parents Booklet. The school's Complaints Policy can be found on the school website.

Access to Documents and Information

Documents and Information are either available in school or can be found on the school website on:

- Any published Ofsted Reports
- Pupil Premium
- Sports Premium Grant
- Charging and Remissions Policy
- Complaints Policy
- Choices Policy (Behaviour)
- Anti Bullying Policy
- E Safety Policy
- Missing Child Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Teaching and Learning Policy
- Marking Policy
- Curriculum related policies
- L.A.'s agreed Syllabus for R.E.

SPECIAL ADVICE

This information relates to the academic year 2026/2027 which begins in September 2026. The particulars it contains are correct at the time of

publication, but it must not be assumed that there will be no changes affecting relevant arrangements or certain matters before the start of or during the year 2024/2025 or in subsequent years.

Such changes could arise from variation in Government Legislation of L.A. policy, in so far as these would affect school.

