



Parent Handbook 2019/20



WELCOME TO YOUR PARENT HANDBOOK

This handbook tells you everything you need to know about Longsight Community Primary. We hope you find it useful.

You can also find a copy of this on our website: **www.longsight.cp.com**

Any comments you have about the handbook, including things you think we should include in future copies, would be very welcome.

If you have trouble understanding anything in this handbook, please speak to a member of staff.

Welcome from the Executive Head Teacher	3
Expectations	4
The Staff and Governors at Longsight Community Primary	5
Term Dates 2019/20	6
The School Day	8
School Events Calendar	12
The Curriculum	14
Promoting Positive Behaviour	15
Safeguarding and Staying Safe	18
Well-Being	19
Attendance	20
School Meals	21
Special Educational Needs	22
The Uniform	23
Homework	23
Jargon Buster	24

Longsight Community Primary

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Telephone: 0161 241 0530

www.longsightcp.com

WELCOME FROM THE EXECUTIVE HEAD TEACHER



I have great pleasure in introducing myself as the Executive Head Teacher of Longsight Community Primary School.

I was born and raised in Longsight and understand the values, the issues and aspirations of the people of Longsight.

I feel privileged to be able to lead a school from its opening stages to an outstanding school which serves its local community with pride, and with a commitment to excellence.

Our vision is ‘Together We Achieve’

Our school will deliver the highest standards of education and behaviour through the community, parents, teachers and children working together to achieve the best results. Through learning together children, parents and teachers will be:



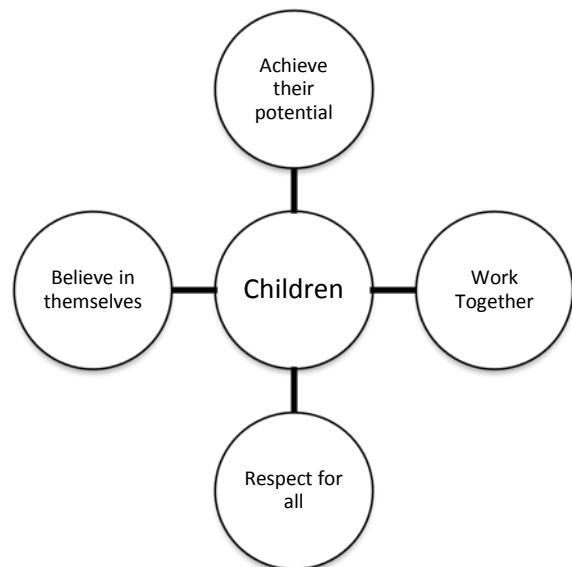
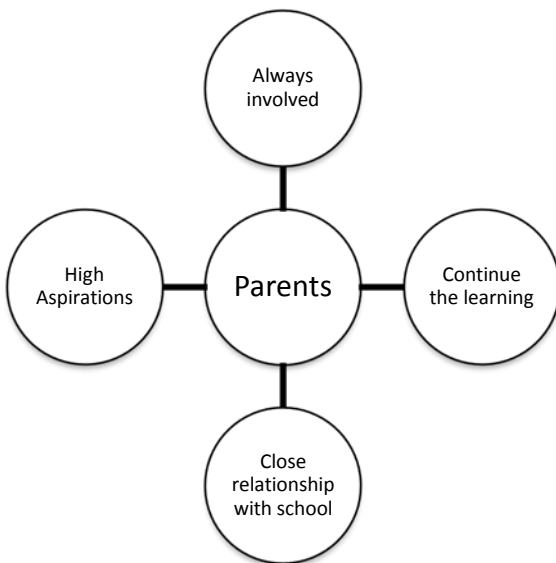
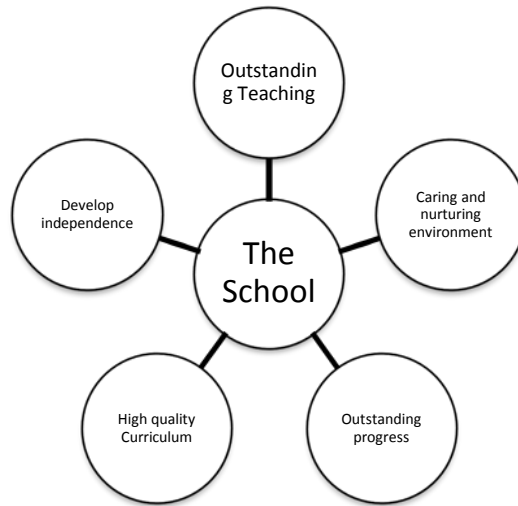
PARTNERSHIP WITH PARENTS

At Longsight Community Primary we aim for every child to have the chance to learn in a way that is suited to their abilities. We will also create a happy and secure environment, based upon a strong home/school partnership, where everyone values themselves and feels valued.

We strive continuously to ensure that all children are cared for and achieve their full potential in every aspect of the whole curriculum.

We value the partnership of parents/carers in the education process. This partnership is central to our success and we hope that you will work with us in providing the best possible education for your child. We operate an 'open door' policy and welcome parents/carers and visitors into our school. As part of this partnership we ask that you and your child join us in signing the home/school contract as a commitment to the school.

What we expect from...



OUR LOCAL GOVERNING BODY

Emma Perry	Chair of Governors
Liam McDaid	Vice Chair
Taha Hussain	Governor
Dawn Edge	Governor
Alia Ali-Beag	Parent Governor
Gordon Neillings	Parent Governor
Gina McMorrow	Clerk to the Governors

MEET THE TEACHING STAFF

Executive Head Teacher - Mrs. R. Ahmed

Head of School - Mrs S Parker-Stone

Assistant Head Teacher – Mrs J Verity

Assistant Head Teacher – Mrs N Chatterton

Our teachers

Mrs N Dunne – Phase Leader Early Years and KS1

Ms S Ulyett – Class Teacher and Pupil Premium Advocate

Mr W Bunday – Class Teacher

Miss A Vickers – Class Teacher

Mr L Brehony – Class Teacher

Miss O Barrett – Class Teacher

Miss I Parkinson – Class Teacher

See our website for more details about Longsight Community Primary staff.

Longsight Community Primary

School Term Dates 2019/20

PLEASE NOTE THAT NO HOLIDAYS ARE AUTHORISED DURING TERM TIME

Autumn Term	
INSET Day	Monday 2 nd September 2019
Term Starts (8 & 7 weeks)	Tuesday 3 rd September 2019
Half Term Ends	Thursday 24 th October 2019
INSET Day	Friday 25 th October 2019
Half Term holiday	Monday 28 th Oct to Friday 1 st Nov 2019
Term Ends	Friday 20 th December 2019 at 1pm
Christmas Holiday	Monday 23 rd December 2019 to Friday 3 rd January 2020

Spring Term	
Term Starts (6 & 6 weeks)	Monday 6 th January 2020
Half term ends	Thursday 13 th February 2020
INSET Day	Friday 14 th February 2020
Half term Holiday	Monday 17 th Feb to Friday 21 st Feb 2020
Term Ends	Friday 3 rd April 2020
Easter Holiday	Monday 6 th April to Friday 17 th April 2020

Summer Term	
Term Starts (5 & 7 weeks)	Monday 20 th April 2020
Half terms ends	Friday 22 nd May 2020
Half term Holiday	Monday 25 th May to Friday 29 th May 2020
Term ends	Friday 17 th July 2020 at 1pm

Educational requirements are constantly changing and in response to this we have set aside five teacher training days. These days are invaluable to the school as we can keep abreast with advances in education and also look at developing tailor made training sessions to address particular issues that arise in our school.

SETTLING YOUR CHILD INTO SCHOOL

We know that starting school is very exciting for most children whilst others can find it stressful. The first day can be filled with all sorts of emotions for not just the child but for the whole family.

Learning what is expected from you and your child can help the transition into Reception Class occur more smoothly and assist in building positive relationships with the staff, demonstrating that you care what happens in your child's education.

Reception Classes and the Curriculum for all 4-5 year olds has changed since you attended school, therefore it is essential that we find opportunities to learn about how we as parents can support and play an active part in our children's learning and model we care and value our children's education.

There are things we can do to support your child, ask the teacher if your child can have a special partner for the first few days for example; your child will find it reassuring that they have a new friend.

During the 1st week, Reception children will attend shorter sessions in the morning only. This will allow them to get comfortable with their new routines and build relationships with the other pupils and their teachers.

Very often a child will have an object that helps to sooth them, such as a special toy or blanket. While these items may not be appropriate for the classroom, allowing your child to bring something special with them for the first few days of school may go a long way towards keeping them calm. For example, a lucky hair clip, a special new lunch box or a long loved book bag may be just what your child needs to feel more confident about moving into a new school.

THE SCHOOL DAY

Reception

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.30am	Start of School Day				
8.30-8.40am	Parents Stay & Support:				Celebration Assembly
	Literacy	Mathe matics	Keywords	Topic	
9.15-9.30am	Daily Phonics – Whole Class Input				
9.30-10.30am	Adult Led Focused Activities				
10.30am	Snack Time				
10.45am-11:30am	Continuous Provision				
11:30am-11:45am	Plenaries around focused activities				
11.45-1.00pm	Dinner /Brush Bus/Social Team Games				
1.00-1.15pm	PSED/RE				
1.30-2.15pm	Continuous Provision				Golden Time
2:30pm	Story time / Singing				
2.45pm	End of school Day				

Key Stage 1 - School Day Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8am	Breakfast and Structured Play				
8.30am	Start of School Day				
8.30am	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
9am	Writing	Writing	Writing	Writing	PE
10am	Playtime				
10.15am	Maths	Maths	Maths	Maths	Maths
11.15pm	Spellings	Spellings	Spellings	PE	Writing
12pm	Lunch				
1pm	Stop, Drop and Read				
1.10pm	Topic	Topic	Topic	Topic	Topic
2.10pm	Playtime				
2.20pm	Handwriting				
2.45pm	End of School Day				
2.45-3.45pm	After School Activities				

Lower Key Stage 2 - School Day Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8am	Breakfast and Structured Play				
8.30am	Start of School Day				
8.30am	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
9am	Writing	Writing	Writing	Writing	Writing
10am	Playtime				
10.15am	Maths	Maths	Maths	Maths	Maths
11.15pm	Topic	Topic	Topic	Science	Science
12pm	Lunch				
1pm	Stop, Drop and Read				
1.20pm	Spellings	Spellings	Spellings	PE	Spellings
2.00pm	RE	MFL	PSHE	Spellings	PE
2.45pm	End of School Day				
2.45-3.45pm	After School Activities				

Upper KS2 Timetable - School Day Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8am	Breakfast and Structured Play				
8.30am	Start of School Day				
8.30am	Guided read	Guided read	Guided read	Guided read	Guided read
9am	Writing/ SPAG	Writing/ SPAG	Writing/ SPAG	Writing/ SPAG	Writing/ SPAG
10.30am	Playtime				
10.45am	Maths	Maths	Maths	Maths	Maths
11.45pm	Topic	PE	PE	Science	Religious Education
12.30pm	Lunch				
1.30pm	Stop, Drop and Read				
1.45pm	Topic	Topic	Science	PSHE	MFL/ French
2.45pm	End of School Day				
2.45-3.45pm	After School Activities				

School events

Events
<p style="text-align: center;">2 week Summer Play Scheme</p> <p style="text-align: center;"><i>A opportunity for all children to experience school before we open in September</i></p>
<p style="text-align: center;">Children in Need 2019</p>
<p style="text-align: center;">Christmas Productions</p> <p style="text-align: center;"><i>The highlight of the year, you will be able to come and see your child in a school play</i></p>
<p style="text-align: center;">Year Group Assemblies</p>
<p style="text-align: center;">World Book Day 2020</p> <p style="text-align: center;"><i>A full day dedicated to literacy and our love of books.</i></p>
<p style="text-align: center;">School Photos</p> <p style="text-align: center;"><i>Each year your child will have their school photo taken. These are a lovely reminder of your child's development.</i></p>
<p style="text-align: center;">LCP Summer Fair – July 2020</p> <p style="text-align: center;"><i>The Rights Respecting Schools Award Steering Group will help develop and deliver the whole school event.</i></p>
<p style="text-align: center;">KS2 Swimming Lessons</p> <p style="text-align: center;"><i>This will be taking place at the new Arcadia Leisure centre in Levenshulme.</i></p>
<p style="text-align: center;">KS2 Music Lessons</p> <p style="text-align: center;"><i>This year the children will be learning to play the Ukulele</i></p>
<p style="text-align: center;">World Religion Celebrations</p> <p style="text-align: center;"><i>A day to promote unity between religions and a fantastic opportunity to discuss with your children.</i></p>
<p style="text-align: center;">Parent Workshops</p> <p style="text-align: center;"><i>A range of different workshops to support parents in home learning and to help with understanding the primary curriculum.</i></p>
<p style="text-align: center;">KS2 Summer Drama Production</p>
<p style="text-align: center;">Interschool Sports Tournaments – all Year.</p> <p style="text-align: center;"><i>Including football, cricket and rounders</i></p>

Parent Workshop Events
EYFS <i>Early Years and Foundation Stage explained to parents of children in nursery and reception classes.</i>
EYFS Supporting Reading and Maths at home
KS1 and KS2 Calculation Workshops
Healthy Eating Workshops, supported by our Family Support worker and School Nurse
Events
KS1 <i>Key Stage One explained to parents of children in Years 1 & Years 2</i>
Phonics <i>Phonics are used in schools today as a method of helping your child learn to relate the sounds of spoken language to the letters of the alphabet and word forms. This is essential to ensure good word recognition and later for spelling.</i>
Reading at home <i>Come and learn how we teach your child to read and learn tips you can use at home</i>
KS2 prep <i>This is an important sessions were you will learn how to support your child for their SAT's assessment</i>
Readiness for School <i>These sessions will help to prepare your child for their first day at school.</i>
Parents' Evenings
PARENTS EVENING Autumn
PARENTS EVENING Spring
PARENTS NEW INTAKE MORNING

We will inform you of all the dates of these in our weekly newsletters.

THE CURRICULUM

Longsight Community Primary School's curriculum (the things we will teach your child) is based on the National Curriculum 2014 which is measured by Ofsted inspections. The Curriculum covers:

- English
- Mathematics
- Science
- Computing
- Physical Education.
- History and Geography
- Music
- Art
- RE
- PSHE
- Modern Foreign Language at KS2 only.

The school will also have a focus on communication and language development as many of the local children have English as a second language.

We will teach the above subjects in a creative and engaging way, ensuring all children learn to the best of their ability. Learning is carefully planned to suit each learner's needs and the staff are involved in assessing your child's programme and setting individual targets to support and challenge learning.

We have themed days and weeks as well as a wide range of out of school activities to enrich and extend learning.

When your child leaves Longsight Community Primary we aim that they will:

- Have good English language skills
- Achieve at least age related expectations in English, Mathematics, ICT and Science
- Be self confident
- Have respect for themselves and others around them
- Be enthusiastic and eager to learn
- Be able and willing to challenge themselves to change their lives for the better.

PROMOTING POSITIVE BEHAVIOUR

We are a Rights Respecting School and have achieved the Silver Award.



Through our development of the behaviour policy and also the school charter the language used in class to encourage respect for themselves and for each other. Our big focus is around listening to each other when we have our own opinion or are 'having our say'. The children are understanding that by doing this they learn from each other as well as from the teacher.

Children's learning in all areas, academic, social and personal is best supported in a school environment where they feel safe, valued and motivated to achieve. At Longsight Community Primary we create a positive learning environment that ensures our approach to behaviour and discipline is consistent and understood by all the staff, pupils and parents.

The school has a set of **Values** promoting respect, honesty and good relationships, so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically, and to be happy. The full Promoting **Positive Behaviour Policy** is available on the website.

The school expects every member of the school community to behave in a considerate way towards others.



What you and your child can expect from our staff:

The Executive Head Teacher (EHT)...

- Will set the standard through a clear implementation of the vision, ethos and values of Longsight Community Primary.
- Will implement the school behaviour policy consistently throughout the school and report to governors, when requested, on the effectiveness of the policy.
- Will ensure the health, safety and welfare of all the children and staff in the school.
- Will keep records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed term exclusions to individual children for serious incidents. For repeated or very serious inappropriate behaviour, the EHT may permanently exclude a child. Permanent exclusion only taken after the school governors have been notified.

The Staff...

- Have a responsibility to model high standards of behaviour, both with children and with each other.
- Will create a positive climate with realistic expectations of children.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective place to learn.
- Encourage relationships based on kindness, respect and understanding the needs of others.
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

What we expect from your child...

- To treat everyone within the community with respect and consider their rights, both as learners, teachers, adults and children.
- To follow the class and school rules and behave appropriately and to know that consequences will be put in place if these expectations are not met at any time during the school day.
- To accept support when needed, for making the right choices and understand that adults in the school are looking for the best interests and rights of all the children
- To attend everyday, arrive on time and enter the school ready to learn.
- To participate and play an active role within the school.

What we expect from you, the parent...

- To support the school in its behaviour policy.
- To talk to your children about schools expectations of learning and behaviour.
- To give specific praise when your children do well at school and share with us their achievements outside of school.
- To take part in opportunities to celebrate success, such as assemblies, workshops and trips.
- To work with the school if there are any concerns about your child's behaviour in school - working together we can quickly make a difference.
- To encourage your children to discuss problems and accept help when needed.
- To attend parent's evenings and any other meeting with the school that will help your child.

- To tell the school of any concerns, including medical concerns or issues which may affect your child’s learning or behaviour.
- To ensure that your children attend school regularly and on time.
- To support wider policies that can impact on behaviour such as sending children into school in school uniform, supporting homework being completed and encouraging reading everyday.

Rewards

We believe that rewards are a vital part of building up a child’s self-esteem as well as celebrating individual and group achievement.

We reward children in a variety of ways, throughout the day and at planned times during the week, term and year. We use verbal praise frequently and consistently to acknowledge your children’s efforts and achievements. We also use a range of rewards: stickers, raffle tickets, postcards home, special certificates, assemblies and trophies.

Achievement	Rewards	Staff
Positive behaviour for learning	<ul style="list-style-type: none"> • Stickers • Rewards postcards sent home • WOW wall • Executive Headteacher’s stickers 	Class teacher
On the sun everyday	<ul style="list-style-type: none"> • Recorded for Golden Time, In the draw for a Star Pencil during Rewards assembly. 	Class Teacher and the Executive Headteacher
Gold Star of the Week	<ul style="list-style-type: none"> • Certificate in weekly assembly • Chance of Achiever of the Term award end the end of term 	Class Teacher Mrs Ahmed
	<ul style="list-style-type: none"> • Invite to Tea with the Principal 	Class Teacher Mrs Ahmed

Staying Safe

Our Safeguarding Leads are Mrs R Ahmed and Mrs Parker-Stone

The welfare and safety of children who attend our school is our first and paramount concern.

We will promote the health, well-being and safety of our pupils in all we do. Your children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school. The school understands the responsibilities set out under various education acts to work together in partnership with other agencies to help children to grow up in a healthy and safe environment.

All members of staff have a part to play in ensuring that your children are safe and that their wellbeing is supported. The overall responsibility for safeguarding issues is the Principal although this may be delegated to the Child Protection Lead on a day to day basis.

The Designated Safeguarding Lead will have responsibility for maintaining accurate records of all incidents and liaising with external agencies. They will also oversee the training programme for all staff and ensure that staff are kept up to date with all the relevant safeguarding policy matters.

The Principal will retain responsibility for all matters of staff recruitment and related safeguarding issues such as the appropriate DBS (Disclosure and Barring Service) checks and reference documentation is obtained when employing staff.

Preventing Bullying

As a school we take bullying seriously and you can be assured that your child will be supported when bullying is reported. Bullying will not be tolerated. Our school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focussing on, the issue of sexuality directly or indirectly
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet ,such as email & internet chat room misuse Mobile threats by text messaging & calls. Misuse of associated technology i.e. camera & video facilities

If you think your child is being bullied, report the incident to the class teacher.

Here's what we'll do:

- In cases of serious bullying, the incidents will be recorded by staff and the Principal notified
- In serious cases, parents will be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly
- An attempt will be made to help the bully (bullies) change their behaviour

We recommend that you don't attempt to sort the problem out by speaking to the child whom you think may be a bully or by speaking to their parents.

WELLBEING

We know that children learn best when they are happy and healthy. We want our pupils to be confident and learn to cope with the ups and downs of everyday life.

Our teachers use a simple wellbeing assessment to check:

- Do children seem happy in school?
- Are children enjoying learning?

This helps us know if children are settled and ready to learn.

How we help children to be happy and confident:

- We work with **all children** in their own class to build their confidence in speaking aloud and valuing what others say. We also help them understand and name their own feelings and the feelings of others.
- We teach children to protect their mental health and wellbeing through the **Five Ways to Wellbeing (Connect, Be Active, Take Notice, Keep Learning and Give)** and give them opportunities to practice these throughout the curriculum.
- We run **small groups** working on friendship skills, resilience and self-esteem. These groups are lots of fun and can help children deal with normal childhood worries such as feeling shy, anxious or unsettled in school.
- Some children might also get **1:1 support** from a TA or play therapist.
- Occasionally, a parent/carer or teacher may have serious concerns about a child's wellbeing or mental health. In this case, we will work **with parents** to get appropriate professional support.

If you have any questions about how we support your child's wellbeing, please do contact us.

How you can help your child

Research shows that what parent/carers do can have a big impact on children's learning and wellbeing. Here are some tips from the latest scientific research:

- **Getting involved in your child's learning** from the start is known to improve test scores at age 11. This includes making sure they do **homework** (such as **hearing them read**), attending **parents evening** and **taking an interest** in school work.
- **Reading aloud to a child under five** has a big impact on their reading, thinking skills and maths when they get older. **Reading to older children** can be a special shared calm time, especially at bedtime, and can help build a love of books.
- **Children seeing you reading** is known to improve their reading. It's especially powerful when boys see dads reading for pleasure.
- **Drawing or painting, listening to music or playing music** outside school is linked with improved learning outcomes.
- Having **routines** and consistent family rules (such as **regular bedtimes** and **limiting screen time**) is also linked with improved test scores later on.

If you would like further information on helping your child learn or family routines, please contact our family support worker.

Source:

Social Market Foundation "*Family Matters: the role of parents in children's educational attainment*"

ATTENDANCE

A good education gives a child the best possible start in life. We must ensure that all our pupils have an equal chance to make good use of the education that the school offers by providing a positive and encouraging atmosphere. To achieve this it is important that each child attends school regularly and punctually. When a child does not attend school regularly and on time they will have difficulty keeping up with their work and will therefore underachieve.

The school recognises that parents have a vital role to play in supporting and encouraging good attendance and punctuality. By accepting responsibility in partnership with the school,

we can work together to ensure the children's right to a full education, as well as enabling parents to fulfil their legal responsibility.

It is very important for all children to attend school every day and to arrive on time. School starts promptly at **8.30am** and they should arrive in good time. This is essential to ensure that children benefit fully from classroom learning and that other children's learning is not disrupted.

To help with punctuality, there is a breakfast club from 8.00am. In addition, the playground opens at 8.15am and parents/carers are welcome to bring their children and wait with them from this time. Not only does lateness make a bad start to the day, arrival after 9.00am is considered half a day's absence. All lateness/attendance is recorded and monitored by the school.

Usually, the only acceptable reason for a pupil to miss a day of school is if they are too ill to attend. If this is the case, you should ring the school office by 9.00am. **If you are not sure in the morning whether your child is well enough for school, you should send them in. We can always call you if they become too ill to get through the day.**

TERM TIME HOLIDAYS WILL NOT BE AUTHORISED AND MAY RESULT IN A PENALTY NOTICE OF UP TO £120 PER CHILD PER PARENT BEING ISSUED.

Medical appointments should be made out of school hours if at all possible. If your child has to see a doctor or dentist in school time they should attend school for as much of the day as possible. It is not permitted to take a whole day off school for a medical appointment unless the appointment lasts all day.

SCHOOL MEALS

We believe that children and young people are entitled to receive both good quality healthy eating education and food provision. It is important that healthy eating messages are consistent throughout the school day and therefore a whole school approach has been adopted. We also will support dental hygiene through the brush bus, inviting buddy dentists into school and supporting parents in ensuring that good dental health is an important part of a healthy lifestyle.

We aim to provide our children and young people with choices that address cultural, religious and special dietary needs and meet the national nutritional standards. All meat served at Longsight Community Primary is halal.

The Universal Infant Free School Meals programme set out by the Government means that all children in Reception, Year 1 and 2 have free school meals.

We encourage parents/carers to provide pupils with a healthy, varied packed lunch each day. We also place a note in every unhealthy packed lunch which explains how to make the packed lunch more healthy. We also inform parents through healthy eating newsletters, packed lunch advice sheets, and deliver Healthy Eating Workshops.

SPECIAL EDUCATIONAL NEEDS

We recognise that some children have barriers to learning that mean they have special needs and require particular action by the school.

At Longsight Community Primary, we aim to offer excellence and choice to all the children attending our school, whatever their ability or needs. We also want all children to feel that they are a valued part of our school community.

Longsight Community Primary provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to your child's learning needs.

We have high expectations of all our children and we aim to achieve this through the removal of barriers to learning and participation.

If your child has Special Educational Needs, we will record, in an Individual Education Plan (IEP), the strategies used to support your child. The IEP will show the short-term targets set for the child, and the teaching strategies that we plan to use. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. The full **SEND** policy is available on our website.

The School Special Needs Coordinator is Mrs R Ahmed

We actively discourage children and young people from consuming high fat, high sugar snacks, by offering healthier snacks, such as fruit, vegetables and fried fruit and minimising the use of unhealthy foods used as rewards and as birthday treats to avoid causing confusion for children and young people.

We provide all children in Reception and KS1 with free fruit. All children under five have access to free milk.

Easily accessible fresh drinking water is made available to all students throughout the day.

THE UNIFORM

Our school is proud of its uniform and we believe all children should wear it with pride.

Our uniform consists of:

- Royal Blue sweatshirt or cardigan with school logo
 - White plain polo shirt
 - Black trousers or skirt
 - Black footwear
 - No jewellery except ear studs and a watch
-
- The PE kits consists of a white polo shirt and black shorts/gym skirt/black tracksuit bottoms.



Jumpers, cardigans and book bags can be ordered from school using a Uniform Order Form available at reception and on the website. All other uniform can be purchase locally.

HOMework

Homework is an important part of your child's education and a chance for you to support and encourage your child's learning.

When we set homework, it can be in many different forms with many different expectations and outcomes. The nature and type of homework changes throughout the time your child is at Longsight Community Primary School and the amount of homework will increase as your child gets older.

Homework should never create stress within your child or your family. If you have any concerns you should not hesitate to contact the school.

Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spellings and times tables.

The following are government recommendations for the amount of homework that should be given out:

Years 1 and 2:	1 hour per week
Years 3 and 4:	1.5 hours per week
Years 5 and 6:	30 minutes per day

JARGON BUSTER

Word/term	What it means
Assessment	Ways of judging how well students are progressing.
Attainment	What students accomplish.
Core Curriculum	English, Mathematics and Science - subjects which must be studied by all students.
Curriculum	All the courses and learning opportunities a school offers or course of study being followed by a student
Exclusion	A child may be excluded from school by the head teacher if they act in a way that prevents the teaching and learning of the school community.
SATs – Statutory Assessment Tests	These tests are used to assess your child's attainment at the end of Year 6, before they start secondary school.
IEP: Individual Education Plan.	A plan that is written for children with Special Educational Needs (SEN). This plan supports the child in meeting their targets.
Inclusion	A process by which schools, local authorities and other develop their cultures, policies and practices to include students.
Key Stage	Your child's progress through school is measured in key stages.
Key Stage 1	Reception to the end of Year 2.
Key Stage 2	Year 3 to Year 6.
OFSTED: Office for Standards in Education	The body which inspects state funded schools. Ofsted inspectors produce educational reports to help improve schools.
SENDCo	Special Educational Needs Co-ordinator.
Target	The individual goals set for a child. Targets are a way of checking a child's progress.



Longsight Community Primary
Parent Handbook
2019/20



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Longsight Community Primary is part of The Big Life group of social businesses and charities