



Lifelong learners, open minds

Welcome to Harrison Primary School. We are very proud of our children, our inspirational team and our superb achievements. Most importantly our School is a happy place to learn where all children are welcome, and inspired to achieve their best.

Our main aim is to ensure that all children are happy and settled at school so that they can become successful learners, and are motivated to continue to be long after they leave us. We are aspirational for all children and will do everything we can, working in partnership with you as parents/carers, to inspire each child on their learning journey so that they become 'Lifelong Learners with Open Minds'.

At our school people matter and children come first. Our children take active roles in developing our school community; they are encouraged to take responsibility for their learning, progress and behaviour, and are expected to respect one another's rights. We strive to support all children on a learning journey of exploration which is challenging, creative and develops their delight to solve life's puzzles.

The school holds several awards which demonstrate our commitment to the breadth of curriculum including Artsmark Gold, UNICEF Level 2 RRR Award, and Enhanced Healthy Schools status.

In the heart of Fareham, initially built as a Secondary School in 1930, Harrison became a Primary School in 1978. It is now a large popular three-form entry Primary, catering for children from the age of 4 to 11 years. Children are invited to start school at the beginning of the academic year in which they become 5. At the time of writing we have 629 children on roll (with a max of 630).

Prospective parents are welcome to visit our school, either on our annual Open mornings in October and November, or by appointment with the school office.



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Governors at Harrison

A warm welcome from all of the School Governors to prospective parents and carers.

Harrison currently has around 15 governors including some of the school staff and several parents. All the governors have different backgrounds and experience, but together we work to fulfil three main responsibilities: overseeing the financial performance of the school and making sure its money is well spent; holding the head teacher to account for the educational performance of the school and its pupils; and ensuring that the school has a clear strategic vision.

As a group we know that the only way to do these things is to spend time in the school observing what goes on and asking questions. We do this by visiting during the school day to speak with the children and staff; by meeting with the Executive Head teacher and other senior leaders more formally in the evening; and we are also trying hard to get to as many of the school events as we can this year. We look at the school's performance data, and receive reports from Hampshire County Council on the school and the head teacher.

Harrison is an outstanding school with a great team of professional staff and amazing children but we know that all things can improve and we are all pleased to be doing our bit to improve Harrison Primary School so that every child gets the opportunity to reach his or her potential.

David Moorman

Chair of Governors

Parent Teacher Association (PTA)

The HSA (Home School Association) is the PTA for Harrison Primary School. They are an enthusiastic group of volunteers consisting of parents, governors, teachers, staff and community members; all inspired to support the learning experience of Harrison Primary School students in a meaningful way. They do this by raising funds for the school through events for the children and community, as well as other initiatives throughout the year. They are proud to have funded several key projects including a significant contribution towards the all-weather MUGA pitch.

Funds are raised at a variety of events throughout the year such as:

- Pre-loved Uniform Sales
- Christmas Fayre
- School Discos
- Easter Egg Hunt

Over the years, the proceeds have also been used to pay for special visitors such as authors and other inspirational speakers. Additionally, the group works hard to create community links and contributes towards enrichment activities. They are a friendly bunch and are always looking for ideas and volunteers for future events.

If you are interested in becoming an active member of the HSA, please ask at the school office.



Leadership Team

Mrs Sara Gmitrowicz, Executive Headteacher

Miss Kirsty Eddleston, Head of School

Mrs Sarah Thornley, SENCO

Mr David Gooding, Assistant Head

If you would like to arrange a meeting with a member of the leadership team please contact adminoffice@harrison.hants.sch.uk or telephone the school on 01329 234016 to arrange a mutually convenient time.

A member of our leadership team is always on the playgrounds each day.

Contact Information

Should you have any questions about school life please contact a member of the school office team who will be happy to assist:

E-mail: adminoffice@harrison.hants.sch.uk

Telephone : 01329 234016

Postal / visiting address:

Harrison Primary School
Harrison Road
Fareham
Hampshire
PO16 7EQ

Office Opening Hours:

8.30am - 4.00pm



Rights, Respect and Responsibilities (RRR) at Harrison Primary School

The United Nations Convention of the Rights of the Child is at the heart of our school and thus underpins our ethos, curriculum, attitudes, learning behaviours and class management. We strive for continuous improvement and excellence in our provision to ensure that all children have the best possible future. The Convention provides a global consensus on societal values for all children and can guide our behaviours. It promotes universal principles of the need to protect the rights of all children, help them to understand their responsibilities and offer a framework for teaching and learning.

The children at Harrison have been instrumental in developing the ethos of the school through discussions on every child's right to learn, the need for respect towards others and the recognition of their own responsibilities within the school community.

We have been recognised as a UNICEF Rights Respecting School at Level Two.

Children as decision makers (CDM) at Harrison Primary School

Article 12 of the United Nations Convention for the Rights of the Child (UNCRC) states that children and young people should have a say in decisions that affect their lives.

One of the ways in which we have been able to encourage pupil voice and responsibility across the school, is through the use of our Children as Decision Makers (CDM) teams. Each of the classes from Year 1 through to Year 6 has a pupil representative in each of our CDM teams; School council, Library Champions, Sports Stars, Digital Leaders, Play mentors, Junior Road Safety Officers. We also have a team of Young Interpreters. The representatives attend regular meetings, in which they discuss how they can implement change in their given area.

At Harrison, the School Council comprises a group of pupils who are elected to represent the views of all pupils. One child from each class will be voted for and of course, all children are welcome to apply. It provides a meaningful way in which pupils can voice their opinions, get involved in the life of the school in order to improve it and have their views taken into account in decisions which impact upon them. Our aims are to make Harrison even better, make a contribution to our local community and raise awareness of global issues.

"I love being involved in CDM because I like that I can help the school and I feel like I'm making a difference" Harry, year 3



The Harrison Learning Tree underpins all we do – our focus on citizenship, attitudes to learning, responsibility and excellence provides a structure by which children and staff can understand themselves as learners and become more responsible for their attitudes to learning and behaviour so that they become genuine ‘Lifelong learners, with open minds’.

Our five Values: Collaboration, Honesty, Equality, Respect and Responsibility are shared by the whole community; these are explicitly taught to give pupils an understanding of positive relationships and self-regulation, respect for others and the importance of a sense of community where everyone is valued and respected for the contribution that they make.



Behaviour Policy

We believe that all children should feel safe, happy and secure in school at all times. We want all children to develop positive attitudes about themselves, others and towards their learning. Our policy is very much based on positive expectations.

Class Charters

Each class has developed a 'Class Charter' linked to the rights & responsibilities of everyone in school. These reflect our whole school expected attitudes to learning and behaviour of:

Citizenship For example: Setting a good example to others, especially those younger than ourselves, treating everybody in our school with courtesy and respect

Attitude to learning For example: determination to challenge oneself and focus on a task

Responsibility For example: being organised and making the right choices

Excellence For example: completing a task to a high standard, mastering a new skill, and the ideal that we will try our best in all that we do and will ask for help if we need it.

Rewards

We believe that it is vital that children should be rewarded for their effort and achievements. We celebrate achievement, attitudes to learning, effort and good behaviour and use these acknowledgements as role models for other pupils. We therefore operate a reward system in each year group that allows children to earn merits, stickers and certificates for good or improved work or learning, effort, excellent social skills and interaction or meeting an agreed behaviour target. We strongly believe that **all** children have the right to succeed and we enjoy celebrating each other's successes.

As a school we believe in positive encouragement and reinforcement of expectations. We will always avoid confrontation. Acknowledging when 'children get it right' is fundamental to our culture. We do this in several ways:

Verbal and Written Praise - all class teachers reward their children verbally during the school day and do this by acknowledging which attitude to learning and/or behaviour they have displayed so they understand specifically what they have done well.

Stickers, 'well done' notes and postcards - all class teachers have a system of stickers to reward children for one of the 4 elements of the Harrison Learning Tree. Acknowledgement from Year Leaders is commonly used.

Merits - children throughout the school work towards earning merit points for displaying positive learning behaviours. There are different levels of achievement: Bronze, Silver, Gold, Platinum and the Head teacher's Award. Children are presented with a certificate for achieving each of these awards. Each Friday at Celebration Assembly every year leader nominates a child who has gone 'above and beyond' in one of the four elements of the Harrison Learning Tree.

Certificates & assemblies - merit certificates will be presented in year group assemblies each week. Other certificates such as sports and music awards that recognise achievement will be presented in Friday Celebration Assemblies. Each year group in turn also has the opportunity to share particularly great pieces of work or information with the rest of the school.

Positive telephone calls home - when a children has worked particularly hard or achieved a special target, the class teacher, Head teacher or Head of School will telephone the child's parents to share this success with them.

Merit System:

10 merits = Bronze Award
20 merits = Silver Award
40 merits = Gold Award
60 merits = Platinum Award
80 merits = Head teacher's award & pen



Behaviour Policy

We recognise that all children make mistakes; they are learning to become lifelong learners after all. Pupils learn best in calm, purposeful, focused classrooms however when things go wrong we use these as opportunities to try to put things right, using restorative strategies. When children struggle to follow the Charters and expectations, there are clear procedures to be followed, which are:

Early Years

We continue to build on the positive behaviour already being promoted in preschools. Children create their class charters as they settle into school and these are used to reinforce expectations for attitudes to learning and appropriate behaviour.

Children's successes are shared with parents on Tapestry. Each class will celebrate positive learning behaviours from the Harrison Learning Tree star' by recognising a 'Star of the day' awarded for citizenship, attitude to learning, responsibility or excellence.

Expectations for appropriate behaviour are made clear through verbal explanations; as children mature and the academic year progresses inappropriate behaviour will be managed in line with the whole school policy.

Key Stages 1 and 2

Verbal reminder

Normally all that is required is a verbal reminder when a child behaves in an inappropriate way that is not complicit with our expected attitudes to learning and behaviour.

Scripted interventions

We use 'scripted 30 second interventions' to help children to resettle to expected ways of working or behaviour. These positive interventions work in many scenarios and provide an opportunity for teachers to deliver their clear message to a child to get back him/her back on track, with everyone's dignity intact.

Name in the class behaviour record

If the child continues to disrupt the teaching of the lesson then their name will be placed in the class record in order to remind them to correct their behaviour. Incidents such as interruption, distraction, answering back, swearing, calling out and ignoring adults' requests are examples of behaviours that disturb teaching and learning.

Communication from the class teacher

If a child is frequently getting verbal warnings and their name is in the behaviour record several times then a phone call will be made to the child's parents to invite them in to discuss their child's behaviour.

Thinking time

If a child persists in causing disruption then they will be given the opportunity to have 'Thinking time' out of class. This gives them the opportunity to reflect on, and correct their behaviour before returning to class. The year leader will often be involved; sometimes it is necessary for this to be with one of the leadership team. We would expect all children to be able to return to class after a short while and continue with their work without further disruption.

Year leader involvement

Sometimes it may be necessary for the Year Leader to become involved in supporting a child to settle back to class. The Year leader will work closely with a family to plan a solution.

Head teacher/Head of School/Deputy Head

The Executive Head teacher, Head of School or Deputy Head will become involved when a child cannot settle back into class and continues to hinder the teaching and learning of their peers. Parents will be informed by phone call made to invite parents in. Depending on the frequency and severity of the problem the options of outside agencies, suspension and exclusion will be discussed.

Exclusion

Exclusion is used only in the very rare instances where all other strategies have been tried and a child is making no progress with improving his or her behaviour. Violent or abusive behaviour will be treated very seriously and can result in an exclusion. Although we believe that exclusion is a last resort and may not be an effective strategy for bringing about change, it does, in some circumstances, give the child time to reflect and become calm. It also provides the school with time to modify provision and put in place adaptations in the physical or learning environment to try to improve practice and prevent further incidents.

A Fresh Start

To ensure that every child is motivated to improve their behaviour, the sanctions, which they may have received on a given day, will not continue into the next. This will allow every individual to have a fresh start each day.



Our overall aim is to produce a safe, happy and secure learning environment for all our children. We want all children to be valued as individuals, earn the respect of others and develop excellent attitudes to learning. Equally important is their responsibility as Harrison citizens who are honest and take responsibility in managing their own behaviour.

Parental support

We believe that parents are their child's first educators and expect that parents will want to work in partnership to reinforce positive attitudes to learning and expectations of behaviour; we would expect parents to support our Behaviour Policy. Safety for all is our priority at all times.

Children with Individual Behaviour Plans (IBP)

At Harrison we recognise that not all children learn in the same way. On occasion it may be appropriate for those who need additional support to manage their behaviour to have an IBP which will be agreed with parents. In some cases children with individual behaviour plans may work towards slightly different rewards than those set out in the whole school policy in order to support them in their learning.

Attendance

It is our duty to consistently strive to achieve a goal of 100% attendance for all children. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance. For our children to take full advantage of the educational opportunities offered it is vital your child is at school, on time, every day the school is open unless the reason for the absence is unavoidable. The routines children develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.

Attendance is shown as a percentage figure and we have detailed research below that shows how attendance, even at this early stage of education, affects outcomes for children at GCSE. We hope the tables below illustrate for you the importance of good attendance; this includes avoiding taking holidays during term time.

% attendance	Percentage achieving 5 A*- C GCSEs
100 - 93.5%	74.3%
93.4 - 92.5%	60.4%
92.4 - 91.5%	53.1%
91.4 - 90%	44.6%
89.9 - 88%	34.7%
Less than 88%	26.7%

The table below converts attendance percentages into time missed over 12 years of your child's education.

% Attendance	By End of Key Stage 1 (Year 2)	By End of Key Stage 2 (Year 6)	By End of Secondary School (Year 11)
100	N/A	N/A	N/A
95	Nearly ½ term missed	Nearly a whole term missed	Two whole terms missed
90	Nearly a whole term missed	Nearly 2 whole terms missed	Over 1 ½ years missed
85	1 ½ terms missed	Nearly a whole year missed	Nearly 2 years missed
80	2 terms missed	One year and one term missed	2 years and 2 terms missed

If your child is unwell and unable to attend, please contact the school office on the first day of absence and the administration staff will inform the class teacher. If the illness is prolonged and you require the assistance of the school in helping your child maintain progress, please contact the school and we will be happy to work with you. In the event of your child having a medical appointment during school time, please inform the school office or class teacher.

Each year pupils with very good attendance for the whole year receive an Attendance Certificate.

Attendance at Harrison School is very good, however, if concerns are raised around an individual's attendance, we always work very closely with parents to find a solution.



Key information

The school teaching week, excluding breaks and acts of collective worship, is 21 hours for Key Stage 1 and 23.5 hours for Key Stage 2 as stipulated by national legislation.

At present our school sessions are as follows:

Reception

Doors open: 8:45am

Morning: 8:55am – 11:55am

Afternoon: 1:00pm – 3:10pm

Key Stage 1 (Y1&Y2)

Doors open: 8:45am

Morning: 8:55am—12:00noon

Afternoon: 1:00pm— 3:15pm

Key Stage 2 (Y3, Y4 & Y5)

Doors open: 8:45am

Morning : 8:55am – 12:00noon

Afternoon: 1:00pm – 3:25pm



Key Stage 2 (Y6)

Doors open: 8:45am

Morning: 8:55am—12:30noon

Afternoon: 1:30pm—3:25pm

Staff will be on duty from 8.40am before school and until 3.35pm after school. It is requested that parents ensure children arrive and leave school within these time frames.

What will your child need?

In addition to the uniform, which is outlined below, your child will also need:

- A book bag - no larger than 37cm (L), 30 cm (H) and 10cm (W)
- A named water bottle

Stationery is provided, therefore it is not necessary to provide your child with their own pencil case.

Occasionally, the children may be asked by their teacher to bring items to school to support classroom work. Please do not send valuable or irreplaceable items, as the children are responsible for their own belongings. We thank you in advance for your support in this.

Responsibility for personal belongings

Mobile Phones

While we acknowledge a parent's right to allow their child to bring a mobile phone to school, Harrison Primary School discourages pupils from bringing one to school. Only pupils who have written permission from their parents are entitled to bring in a mobile phone. We advise parents to only request permission for pupils who walk to and from school without an adult. This request is only available to Y5 and Y6 pupils.

Clothing

Although we do our best to safeguard children's personal belongings, school is unable to take responsibility for them. Please ensure that all items of clothing bought into school are clearly named, so that they can be more easily returned, if misplaced.



School Uniform

The school uniform is extremely important for the children at Harrison, as it engenders a sense of belonging. We believe that children who take pride in the way that they look will also take pride in their learning. We ask for parental co-operation in ensuring that pupils are suitably dressed, so that they can focus their attentions on their learning.

Children's hairstyles must be smart, plain and simple - **no shaved 'tramlines' or patterns please.**

The school uniform consists of:

- Pale blue polo shirt, shirt or blouse.
- Royal blue sweatshirts, cardigans and/or fleeces.
- Grey or black trousers, shorts, skirt or pinafore dress.
- Blue and white gingham or candy stripe dresses.
- Training shoes, instead of school shoes/sandals, as we spend lots of time learning and playing outside.



On your child's PE days, they will need to come into school wearing their PE kit. This consists of:

- Plain black, grey or navy jogging bottoms, leggings or shorts
- White t-shirt or polo shirt
- Tracksuit for winter
- Training shoes

No sports logos please

Jewellery

No jewellery, apart from watches and sleepers or studs in pierced ears only, should be worn to school. Jewellery should be removed for all physical education activities and the child must take responsibility for their possessions. We appreciate that this may be difficult for some children, so we recommend that they leave earrings and watches at home on P.E. days.

In the case of newly pierced ears, taping may be considered for a limited period

Make-up and nail varnish is not permitted to be worn.



Healthy Schools

At Harrison, we recognise the importance of helping your children to make informed choices about healthy living.

Healthy eating

Snack time

Healthy snacks only - breadsticks, cheese, crackers, fruit, veg or healthy cereal bar (no sugary snacks please). We provide fruit for children in Years R, 1 & 2.

Packed lunches

Many children bring packed lunches to enjoy. Please ensure that they contain healthy options and that no fizzy drinks or sweets are included.

Packed lunches should be provided in a lunchbox, which is clearly marked with your child's name. Please do not send any lunch items to school in glass containers.



Hot Dinners

Children choose their preferred meal choice at the beginning of each day and menus are sent home termly to parents, so that you can help your children to choose.

Please follow the link below for an online menu:

[Dinner menu](#)

We encourage school dinners to be paid for using the online payment facility (see link below), as it avoids lost money. If you would prefer to pay cash, it is advised that this is taken to the school office in a named envelope.

[Online payment facility](#)

Free School Meals

Universal Free School Meals are available to all children in KS1 (Years R, 1 & 2).

Free School Meals are also available to some children in KS2. Please follow the link below to check your eligibility for Free School Meals in KS2.

[Free School Meals eligibility](#)

For additional information on this, please speak to the admin team.

Nut Allergies

Please note we have children with severe allergic reactions to nuts presently attending Harrison Primary School. We therefore ask all parents to ensure no nuts or nut products are included in lunch boxes or as break time snacks.

Additional information about school dinners, frequently asked questions and much more can be found on the school website. Please follow the link below:

[Useful Information](#)



"I like that I can look at the menu in the morning at home, so Mummy can help me to choose a yummy lunch" Louise, Year 2

Harrison Primary School Curriculum Policy

Our vision of **'lifelong learners, open minds'** is at the forefront of every decision we make for our curriculum; we believe that all children are entitled to a rich, relevant curriculum. Each step on our Harrison learning journey here must build our children's cultural capital to help them be successful adults. Our vision is deeply embedded within the school culture; the ethos of which is based on the UNICEF Convention on the Rights of The Child.

The 'Harrison Learning Tree' underpins all we do – our focus on Citizenship, Attitudes to learning, Responsibility and Excellence, provides a structure by which children and staff can understand themselves as learners and become more responsible for their attitudes and behaviour. We expect all aspects of our curriculum to be underpinned by these four elements.

Our Values: Collaboration, Honesty, Equality, Respect and Responsibility are shared by the whole community and are promoted by the content of the curriculum.

We have the highest expectations for all of our children to feel valued and to achieve. The first key driver for our curriculum is our children, our unique setting. We have reflected upon what content is meaningful to our children, taking into account our local area and community.

In their time at Harrison Primary School children learn how to make decisions, challenge themselves, solve problems, understand their emotions, exert self-control, and make friends. Ultimately our aim is for them to experience joy, both through work and play, and to build memories that will last for their whole lives.

Our curriculum will be:



We will ensure that all learners develop high levels of motivation for learning in order to achieve excellent standards of education.

Our curriculum:

- is broad and balanced, incorporates a range of subjects, including the compulsory elements of the National Curriculum
- develops pupils' meta-cognitive thinking skills so that they understand what they are learning, how it relates to what they have learned before and will learn
- enhances pupils' social, moral, spiritual and cultural understanding
- allows children to take responsibility as decision makers for the development of our school
- interests and inspires pupils using a varied range of teaching strategies
- is underpinned by core writing and mathematics skills across other subjects
- is enhanced by the use of technology to promote digital literacy and the learning experience
- is enriched by working within our local area, community and through educational visits.

"We do so many different subjects that every day is interesting" Isabelle, Year 6

"I love it when we have our choose to learn time because it makes my learning really exciting" Jack Year 1



Curriculum

Our teaching reflects the needs of the individual learner. We aim to promote high expectations through providing children with a curriculum translated into clear learning goals that extend and develop their skills and understanding. The school's curriculum is organised so as to provide children with a broad and balanced education.

Early Years Foundation Stage

There are 3 prime areas:

- Communication and Language
 - Physical Development
- Personal, Social and Emotional Development

and then 4 specific areas:

- Understanding the world
 - Literacy
 - Maths
- Expressive Art and Design



National Curriculum Subjects (Year 1 - Year 6)

- English
- Mathematics
- Science
- Computing
- History
- Geography
- Design and Technology
- PE
- Art
- Music
- PSHE (Personal, Social and Health Education)

In addition, we follow the Hampshire Agreed Syllabus for RE and French is taught to all KS2 pupils.



Special Educational Needs

At Harrison, we believe that all children have the right to succeed and be happy in their education. Every child is unique with individual abilities and behaviours and thus deserve equal opportunities. We know that many pupils, at some stage in their time at school, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We believe that every child has the same entitlement (right) to the whole school curriculum and we are committed to making this accessible to everyone. Our goal is to remove any barriers to learning and participation.

We aim to identify these barriers to learning and participation as they arise and to provide teaching and learning opportunities which enable everyone to achieve to the fullest of their potential. We believe that Special Educational Needs is a whole school issue in which all members of the school community - pupils, parents/carers, volunteer helpers, students, external agencies and staff – are responsible for. All pupils, regardless of their specific needs, will have access to inclusive teaching to enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

We identify children as having Special Educational Needs and Disability ([SEND](#)) in a variety of ways:

- Concerns raised by you, the parent/carer
- Close monitoring of your child's progress
- Concerns raised by your child's class teacher not only about your child's academic progress but their emotional well being
- Liaison with pre-schools
- Liaison with external agencies such as the Educational Psychology Service and health diagnosis through paediatricians

The Governors have overall responsibility for the education of children with SEN, but the day to day management of the school's SEN provision is undertaken by the Headteacher and the SENCO, to whom parents/carers and external agencies are invited to address any enquiries regarding the school's SEN policy.

Our SEN Information Report which provides greater detail about our provision can be accessed on the school website.

Policies and guidelines on all aspects of school management and learning are available for parental viewing by request.



Liaison

Staff at Harrison Primary School believe that continuity in educational progress is based on good liaison and transparency.

Communication with parents

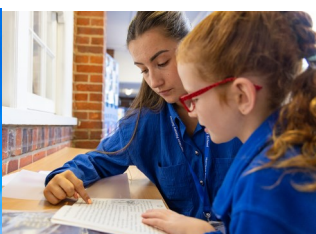
Parents who wish to discuss any matter should, in the first instance, make an appointment to discuss their concerns with the Teacher. If you believe that you would like to discuss the matter further, then an appointment should be arranged to see the Executive Headteacher / Head of School / Deputy Head as appropriate.

Early Years Liaison

The year R teaching team and Special Educational Needs Coordinator work closely with parents, pre-schools and nursery schools to ensure that the transition is smooth and encourages progress. As well as parental meetings, visits to pre-schools and an invitation for children to visit the school, teachers offer home visits and a phased entry to full time education. This is to ensure children are happy and eager to come to school. This programme allows staff to gather information on attainment, friendship, special educational and medical needs and, of course, to get to know you.

Secondary Liaison

Most children at the end of Key Stage 2 transfer to Cams Hill Secondary School. There is an established transfer policy agreed between the schools, which aims to make the transition from Year 6 to Year 7 as smooth as possible. Early in the autumn term, Cams Hill have an open evening where parents and children can attend. In the summer term, Cams Hill staff meet with our Year 6 teachers and the SENCO to discuss pupil needs, and children take part in curriculum linked projects. For pupils experiencing SEN there are additional induction procedures that the Learning Development Co-ordinator would be happy to discuss with you. In July, children are invited for an induction visit. Similar procedures exist should your child transfer to another secondary school. If you wish to discuss your child's transfer with any member of staff or the Headteacher please contact the school office.



Harrison Primary School Home Learning Policy

At Harrison Home learning is designed to develop further the home/school partnership by providing opportunities for children, parents and school to learn together to support and enhance children's learning. Most recent research shows that parental involvement, and particularly talking about home learning, is vital to maximise children's progress.

Our aims for the activities planned are:

- to consolidate and reinforce children's skills and understanding
- to provide opportunities for parents and children to enjoy learning together
- to exploit resources for learning of all kinds at home and
- to encourage children to develop confidence and self-discipline needed for more independent study, in preparation for Secondary education.

Class teachers will give children guidelines regarding the amount of time they should spend on their home learning as home learning should be a positive experience for everyone. Year teams will set Home learning for pupils weekly, in line with national guidelines. This will be in a variety of formats which may include practising skills, acquiring new knowledge or family learning projects, watching and evaluating programmes or consolidation of concepts learnt at school. All children are expected to read or share books and learn word sets, number bonds or times tables and spellings. By year 6 homework should take approximately 1.5 hours per week.

Children are expected to receive feedback on their home learning, which might be discussion, working with classmates to highlight common areas and share ideas, children presenting home learning at school, learning displays in the classroom or being marked in the traditional way. Where ever possible the children will be encouraged to self-mark and reflect upon their home learning in order to make the most of the learning opportunity.

Year R	10 minutes reading (Oxford Owl/Bug Club), 5 minutes phonics practice, number games	Daily
Year 1	10 minutes reading (Oxford Owl) 10 minutes reading (book in book bag) 5 minutes spelling practice/word sets 10 minutes mathematics task	Daily Daily Weekly
Year 2	10 minutes reading (Oxford Owl), 10 minutes reading (book in book bag) Spelling practice Daily number facts or times tables practice (Times Tables Rock Stars to be introduced) Weekly maths/English task Longer project spread over a period of weeks may be set	Daily Daily Daily Daily Weekly
Year 3	10 minutes reading/spelling practice & 10 minutes number facts or times tables practice 10 minutes Times Tables Rock Stars Weekly English/ SPAG – 20 minutes max Maths/mental arithmetic – 20 minutes max	Daily Daily Weekly Weekly
Year 4	30 minutes reading/spelling practice & 10 minutes number facts or times tables practice (Times Tables Rock Stars) Weekly English/ SPAG – 30 minutes max Maths/mental arithmetic – 30 minutes max/ Times Tables Rock Stars One longer project spread over a period of weeks	Daily Weekly Weekly Yearly
Years 5 & 6	30 minutes reading/spelling practice & 10 minutes number facts or times tables practice (Times Tables Rock Stars) Weekly English/ SPAG – 30 minutes max Maths/mental arithmetic – 30 minutes max/ One longer project spread over a period of weeks	Daily Weekly Weekly Yearly

Enrichment activities

The school offers a number of extra-curricular activities including, but not exclusive to:

Sporting clubs

Science club

French club

Music Clubs

Peripatetic music lessons (Taught by Hampshire Music Service)



"Games club is fun because there's lots of different people, from other year groups, that you can meet.

I also like being able to teach people the games that I know how to play. My favourite is Chess."

Ella, Year 5

"Science club was great because I learnt lots and we did things that were different to our science lessons. It was really good fun!"

Adam Year 4



Barn Owls Before & After School Care

Barn Owls provide a safe secure environment where we offer a wide variety of activities that include free play, board games, jigsaws, cooking, lego, arts and crafts, a quiet book area, a music area, TV and DVD. The children also have access to the schools ICT suite and the outside adventure area.

During each session children are provided with a healthy snack and drinks are always available. All our staff are police checked and hold relevant first aid and food hygiene qualifications.

Breakfast club starts from 7.30am until the start of the school day. Each session is £6.00 per child.

After School Club is open Monday to Friday during term time from 3.15pm - 5.30 pm. Each session is £9.50.

Please feel free to pop along to have a look or for more information please call on 07722 913114 or email hheather942@aol.com.



In-year admissions

You can apply for an in-year place up to four weeks before the place is needed. *Exceptionally, parents seeking an in-year place starting in September 2023 can apply from 1 May 2023; the application will be considered on 12th June 2023 and if a place is available, it will be held for the child to start in September 2023.*

You can apply anytime online for a place using the web address below. You must send any supporting documents, such as evidence of a new address to the school:
<http://www.hants.gov.uk/admissions>

In addition to making your application, you must provide the school with evidence of your child's address, by providing any two of the following:

- a driving licence
- a council tax bill showing both your name and the home address
- a utility bill (gas, electricity, water) showing both your name and home address
- a bank statement showing both your name and the home address,

Or if you are applying for a school place because of a house move or military posting read Hampshire County Council's address page to find out what evidence is required:

<https://www.hants.gov.uk/educationandlearning/admissions/guidance/addressconfirmation>

The County Council may investigate the residence details you provide. An offer of a place may be withdrawn if you provide false information.

Receiving the outcome

In-year applications for Hampshire are processed by the school. We will aim to respond in writing within 10 school days but must respond in no later than 15 school days.

Please note that schools are unlikely to be able to respond to applications during school holidays. If you are waiting for an outcome, you may need to wait until the schools return.

If you are offered a place, you will need to make arrangements with the school to arrange a start date.

If you are refused a place, you can:

- Add your child to the school's waiting list
- Appeal the decision to refuse your child a place
- Contact the Admissions Team, who can help you find an alternative school place.



Caring for your child

On admission all pupils are placed in classes with a designated class teacher who is responsible for their day to day welfare and for monitoring their progress. The safety and welfare of your children is of utmost importance to us. We ask for your help and support in the following:

Medical Information

Please supply any relevant medical information about your child on admission that is pertinent to their well being during the school day. If there are any subsequent changes to your child's health please inform the class teacher and the main school office who will ensure that central records are updated. The School Nursing Team visit the school regularly to conduct vision and health checks as required. They also offer advice on particular health problems affecting educational progress. Parents are given notice in advance of any medical examination or test.

Contacting you in the case of illness or emergency

A qualified First Aider deals with minor accidents and illness during the school day. You will be notified if your child is considered to be too unwell to continue at school or if they have an accident or bump to the head.

Parental Contact

Please ensure that at all times we have up-to-date information on contact numbers for yourself and other nominated persons who will care for your child in an emergency.

Medicines in School

We can give prescribed medication if it is to be administered four times a day. This can be given at lunchtime, once you have completed an Administration of Medicines and Treatment Consent form. All medicine must be officially labelled by a pharmacist and handed in at the school office by a parent/carer. If your child has been prescribed medicine three times a day the PCC recommend that it is administered before and after school and just before bedtime. Please note we are unable to give non-prescribed medicines.

Asthma

May we remind all parent/carers of children with asthma that every child should have a reliever (blue) inhaler in school that is labelled with the child's name. A medication form should be completed with the instructions for medication to be taken in school. This form can be obtained from the school office.

Collecting your child

Only you or an adult nominated by you will be allowed to collect your child during the school day. We ask for photocopies of court orders where access to one parent is restricted.

Security

To ensure your child's safety and security external doors are locked at the beginning of each school session. All visitors should report to Reception situated at the front of the school building. On completion of the signing-in book appropriate access will be allowed.

Safeguarding Statement

Harrison Primary School is dedicated to safeguarding and promoting the welfare of its pupils. It is the duty of all members of staff, both teaching and non teaching, to play an active role in ensuring this. All members of staff are expected to be aware of and follow the Safeguarding procedures. In particular they need to be aware of their duty to report concerns, the guidance for identifying child abuse, what to do if a child makes an allegation of child abuse and issues about confidentiality.

For additional information regarding our safeguarding policy, please see the link below or visit our website

[HPS Safeguarding Policy 23 24](#)

