



# *Captain Cook Primary School*

## *Prospectus*

*June 2017*



# Foreword

Our school proudly bears the name of one of the greatest explorers and navigators ever to sail from British shores.

James Cook was born in Marton in Cleveland on 27<sup>th</sup> October 1728. He was christened in the local parish church of Saint Cuthbert, before moving to nearby Ayton in 1736.

After serving apprenticeships in Staithes and Whitby he joined The Royal Navy in 1755.

His three great voyages of discovery between 1768-1780 literally put The Pacific Ocean on the map.

We are proud to adopt the names of his ships 'Endeavour', 'Adventure', 'Resolution' and 'Discovery' as our school motto. What better qualities could we aim for than those of creating a thirst for knowledge and discovery of The World, hard work, endeavour and resolution in the face of difficulty?





## *Facts & Figures*

School address	Captain Cook Primary School Stokesley Road Marton Middlesbrough TS7 8DU
Telephone Number	01642 315254
Email address	ckcaptaincook@mcschools.org.uk
Web Site	<a href="http://www.captaincookprimary.co.uk">http://www.captaincookprimary.co.uk</a>
Head Teacher:	Mrs A Young
Chair of Governors	Mr C Walton
Number on Roll	406+ 78(part-time nursery)
CFL	Andrea Williams Head of Service Children, Families and Learning 2 <sup>nd</sup> Floor Civic Centre Middlesbrough TS1 2QQ



# The Staff

**Head Teacher** Mrs A Young  
**Deputy Head Teacher** Mrs V Patton

## **Teaching Staff**

### Foundation Stage

Miss C Martin  
Mrs J McNeal  
Miss K Rhatigan

### Key Stage 1

Miss R Brereton  
Mrs C Harrison  
Mrs L Acheson  
Mr S Bell

### Key Stage 2

Miss L Blair  
Miss E Wanless  
Mr D Robinson  
Mrs J Simpson  
Mr S Grainger  
Ms S Langham  
Mrs A Morgan  
Miss C Harrison  
Mrs J Melliush  
Mrs C Russell  
Mrs L Lupton

## **Support Staff**

Mrs A Barker	Mrs S Harris
Mrs C Wells	Mrs Mosley
Mrs D McConville	Mrs D Scott
Miss A Hodgkiss	Mrs S Barnfield
Mrs J Leo	Miss F Tullock
Mrs E Robinson	Miss C Bennetts
Mrs E Tompkins	Mrs J Bareham
Mr P Gamble	Mrs J Boddy

## **SEN HLTA**

Mrs T McDowall

## **Intervention TA**

Mrs J McGinley

## **School Business Manager**

Mrs J Cairns

## **Administration Assistant**

Mrs E Clay

## **Pupil Welfare Officer**

Miss A Oxley

## **Attendance Officer**

Mrs R Lake

\* This staffing structure may be subject to change as staffing for September is yet to be finalised



# The Governing Body

Head Teacher	Mrs A Young
Chairperson	Mr C Walton
Vice Chair	Mrs M Hall
Co opted Governor	Mr C Deen Mr S Din Mr P Thackstone Mrs M Hall Mrs J Davies
Parent Governor	Mr C Walton Mrs V Ellis
Staff Governor	Mrs V Patton
Clerk to Gov	Mr R Painter

The governors and the clerk can be contacted at the school address.

# The School Day



## Nursery

Morning sessions 08:30-11:30

Afternoon sessions 12:30-15:30

## Key Stage 1 (Lower School)

Welcome session & doors open

08:45-08:55

Registration 08:55

Teaching sessions 08:55-12:00 and 12:55-15:00

## Key Stage 2 (Upper School)

Doors open 08:45

Registration 08:55

Teaching sessions 09:00-12:10 and 13:00-15:10



## School Uniform

The purpose of uniform is to ensure children are neatly presented in suitable clothing. We urge all parents to support this.

Uniform comprises of:  
**White shirt or polo shirt**  
**Grey or black trousers or skirt**  
**Red sweatshirt, cardigan or jumper**  
**Black shoes**

Parents are able to purchase school uniform in the colours red, grey and white. Orders can be made through the school office or order online at:

<http://studentuniform.co.uk/ccp083>

**Please ensure ALL items of clothing are clearly labelled  
with your child's name.**

Jewellery can be a safety hazard and we discourage the wearing of all items of jewellery other than watches. If children have pierced ears, only stud type earrings are suitable for school and these must be removed for PE. Any items of jewellery are the responsibility of the child.

### Clothing for PE

Please ensure your child has appropriate kit for ALL PE lessons. All items should be clearly named.

#### **Indoor Sessions**

**PE shoes or bare feet**

**Shorts**

**T shirt**

#### **Outdoor Sessions**

**Training shoes**

**Shorts or track suit bottoms**

**T shirt and track suit top or jumper**

Hair must be tied back and jewellery must be removed for safety.

Children without appropriate clothing will not be allowed to participate in lessons.

PE kit in house colours in a drawstring bag are available to order through school.



# School Meals

## School Meals

We are very proud of the quality of our healthy school meals. These are eaten in the upper school hall where a cafeteria system operates. Hot meals are available as well as a salad bar facility. We are able to provide halal meals on request. Children may, if they wish, bring a packed lunch from home and will be supervised in the dining area.

Mid-day supervisory staff are employed to care for the children during the lunch break, their authority must be respected by the children and we ask parents to explain this to ensure lunch times are happy and orderly. Teaching staff are also available in school during this time should an emergency arise.

We reserve the right to exclude children from school at lunch time if their behaviour is a cause for concern or they do not show respect to supervisory staff.

## School Meals—Foundation and Key Stage 1

A free meal is available to all children from Reception to Year 2 through the universal free school meals scheme. Please ensure that office staff are still notified if your child wishes to switch from a school meal to a packed lunch.

We are no longer able to ascertain the number of children in Foundation Stage or Key Stage 1 that the school are able to claim pupil premium funding for. We are therefore asking any parent who believes that they would be eligible for free school meal to complete the form available from the school office. Pupil premium is an allocated sum of money per pupil for any child in school who is entitled to a free school meal or who has a parent in the armed forces. We receive this money annually and it enables us to provide our pupils with the best possible provision.

## School Meals —Key Stage 2

The current charge for a school meal is £1.90 each day paid at the beginning of the week in the dinner envelope provided. It is important that money is paid on Monday. Please ensure the correct amount is sent. Payment can also be made by cheque written in favour of 'Middlesbrough Borough Council' with your address on the back. Any meals not taken during the week due to absence are credited for the next week. At the start of each half term parents are asked to commit to either packed lunches or school meals for that period. Two weeks' notice must be given for any changes in your child's meal arrangements.

If you believe your child may be entitled to a free meal please apply, even if you do not wish them to take up the meal, as this raises additional income for our school through Pupil Premium. It maybe that your child has a packed lunch, however if your child is entitled we can still receive pupil premium funding.



# General Information

## Notification of Absence

Please ring the school office and inform a member of staff if your child is going to be absent on the first day and the days following. If office staff are not notified of reason for absence they will contact you by telephone, text or email if they have no response then it will be recorded as a o (unauthorised absence).

The government require that absences are recorded and poor attendance notified to the school's designated attendance officer( Mrs Lake) .

This year the school's attendance target is 96.5% . Parents will receive termly letters to show their child's attendance. Punctuality is also closely monitored by school, as regular lateness can have a very negative impact on a child's progress.

## Holidays in School Time

ATTENDANCE TABLE	
100%	Wow!
99%	Excellent!
98%	Very Good!
95-97% (GREEN ZONE)	Expected Attendance.
90-94% (AMBER ZONE)	Cause for concern – school monitoring of attendance
89% and below (RED ZONE)	Significant cause for concern – referral to Education Welfare Officer

The 2013 amendments to the 2006 regulations make it clear that Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances. A request for leave of absence form must be completed and any supportive information provided in all cases. Further information can be found in the school's Attendance Policy, which is available on request.

## Late Arrival

Any child arriving after 8:55am will be classed as late. An adult must go to the office in the upper school building and sign their child/ren in. This ensures the safety of the child and that a lunch is ordered for them. Younger children will then be taken into class by a member of our admin staff.

## Medicines in School

As a gesture of goodwill the staff of the school will administer essential prescription medication where a medical agreement form has been completed. (the orange form in this pack). This must be renewed with every new episode of medication. If such medicine is necessary please ensure it is clearly labelled with your child's name. It must be left with the school office for safe storage.

# General Information



## Car Parking in School

There is very limited space for parking on the school site; this is insufficient even for staff. We ask that you DO NOT drive into the school gates. Large delivery lorries use this entrance and can constitute a danger to pedestrians. Children are not allowed to use the vehicular entrance at any time. Please ensure you and your children use the designated small gates either on Stokesley Road or at the rear of the school, on The Willows.

Please DO NOT park on Stokesley Road when dropping or collecting your child, we receive regular complaints from residents, cyclists and pedestrians using the footpaths due to this. Periodically the police and traffic wardens issue fines to those drivers illegal parking in the school vicinity.

## Travel Plan

The school has developed a sustainable travel plan with Middlesbrough Council to promote road safety and walking to school. This helps to raise awareness amongst pupils of the environmental and health benefits of walking to school. A shelter is available for parents to use whilst waiting to collect children in wet weather. This is located by the upper school playground and was funded by a grant from Middlesbrough Council in response to our travel plan.

## Collective Acts of Worship

All maintained schools must provide a daily collective act of worship for registered pupils. This must be wholly or mainly of a broadly Christian character (The School Standards and Framework Act 1998). It should reflect the family background, ages and abilities of the pupils.

The school holds a collective act of worship every day. Each Key Stage collects together for 15-20 minutes. Monday's assembly is for KS1 and KS2 and is based on a variety of themes. Friday's assembly is for all children in school and is centred around celebration and achievement. Assemblies are held mid-week within each key stage. Sometimes these are lead by the staff of the school, sometimes by visiting clergy and occasionally by visitors from other agencies or the children themselves. We view this as an important aspect of school life.

## Withdrawing from Collective Worship

Parents have a right to withdraw their child from collective acts of worship if they feel it is not in keeping with their own religious beliefs.



## Home & School

### Parents as Partners

We recognise that education is at its most effective when partnerships exist between home and school therefore developing good relationships is very important to us.

We have a home school agreement; please see following page. Please read, discuss with your child and sign it to ensure continuity of expectation between home and school.

We endeavour to provide quality information to parents about their child's progress and ask that you inform school of anything, which might contribute to his/her well being. We try to keep parents informed of events in school through whole school and year group newsletters and our website. Please take every opportunity to meet with your child's teacher and participate fully in the life of our school.

We appreciate the support parents give their children in their learning and help with activities, visits etc during the year. If you feel you can contribute to school life in any way please make your interest known to the staff. Anyone working with children on a regular basis will need to agree to an enhanced DBS check.

### Homework

Homework is seen as an opportunity for children to practise and consolidate the skills learnt or to research information in preparation for work in school and to involve parents in working alongside their child to build a better picture of his/her strengths and progress.

Homework may be in the form of reading a book, a maths game, spellings to learn, maths facts to rehearse, a worksheet or a formal piece of writing. As your child progresses through school the amount and nature of the work will change in line with their needs and the curriculum.

In Key Stage 1 children have homework set weekly in their designated homework book, and in Foundation Stage they display an overview of the work they are doing, on the noticeboard outside the classroom; homework tasks will be set in line with this.

In Key Stage 2 children are responsible for bringing the work home in their designated homework book. At the beginning of each new school year, the class teacher will indicate how and when home work will be set. This is flexible to suit different classroom routines and timetables.

Asking your child to explain his work is a very good way of extending their understanding. Additional suggestions for activities to undertake with your child can be found on our e-schools learning platform linked to our school website.

# Home School Agreement



As a parent I aim to -

- Ensure that my child attends school every day.
- Ensure my child arrives on time and is collected on time.
- Inform school of my home time arrangements.
- Inform school if my child cannot attend and provide a reason for any absence by 9.00am.
- Ensure my child wears the correct uniform and is equipped for lessons.
- Make the school aware of any concerns or problems that may affect my child's work or behaviour.
- Support the schools policies and guidelines for behaviour.
- Support my child in homework and other opportunities for home learning.
- Attend parents evenings and discussions about my child's progress.
- Talk to my child about school.

As a school we aim to -

- Ensure your child is safe & happy.
- Value your child as an individual.
- Provide a balanced curriculum and meet the individual needs of your child
- Encourage your child to behave well at all times.
- Keep you informed of your child's progress and general school matters.
- Offer opportunities for you to become involved in the life of the school.
- Inform you about what we aim to teach the children each half term.
- Inform you about any concerns about your child's attendance, behaviour or learning.

As a student I will aim to -

- Follow the school rules.
- Behave well.
- Wear school uniform.
- Be polite and helpful to others.
- Come to school everyday and be on time.
- Ensure all my class work and homework is completed to the very best of my ability.
- Bring my PE kit in weekly and my reading book and book bag daily.



# Behaviour

## Behaviour Policy

Good behaviour is the single most important factor in enabling children to learn. We believe that no child should be allowed to disturb the orderly workings of the school and have a set of simple, clear rules to maintain a safe and positive learning environment.

Our rules are:

**We are gentle.**

We don't hurt others.

**We are kind and helpful.**

We don't hurt anybody's feelings.

**We listen.**

We don't interrupt.

**We are honest.**

We don't cover up the truth.

**We work hard.**

We don't waste our own or others' time.

**We look after property.**

We don't waste or damage things.

**We keep our voices low inside.**

We know others are working.

We have a system for rewarding academic success and improvement along with one for the behaviour of a child. Each child will receive a behaviour certificate if they have managed to remain well behaved. They will start off with a bronze certificate and if the good behaviour continues, they will receive a platinum certificate at the end of the school year.

Sanctions are applied when a child fails to comply with these rules; beginning with a teacher warning, loss of playtime or other privileges, time-out, referral to the Head Teacher and notification to parents.

## Bullying

As a school we look out for bullying and regularly renew our policy and undertake staff training. We seek to prevent bullying but also to support both the bullied and bully when it arises. If you think your child is being bullied or bullying try to get him/her to talk about this. (Please remember that occasional disagreements and falling out, along with playground rough and tumble is part of growing up and would not be perceived as bullying.)

If you are concerned that play is becoming too aggressive or ongoing unpleasantness is occurring please contact school to discuss this. We monitor such

# Parent Information



## Parental Contributions for Activities

### Residential Visits & Transport Costs

The full cost of residential visits will be charged and the school will request a voluntary contributions from parents towards the cost of transport, insurance and admission fees relating to educational visits/activities. No child will be excluded on the basis of inability to pay but an activity may be cancelled if too few contributions are made and this becomes financially unviable. For families who access free school meals, it may be possible to subsidise costs through government funding please speak to our office staff in confidence should you require such support.

## Damage

The head teacher reserves the right to pursue payment for any damage to school property wilfully caused by their child.

## Out of School Visits

In order to enrich the curriculum we use the local environment as much as possible, in fact some of our topics are based upon the local area. On occasions teachers may wish to take children out of school but within walking distance eg to the local library, Stewart Park or the museum or to undertake geography work at Marton Shops. For this kind of visit teachers will want to take the opportunity of 'good weather' and therefore will notify you that a visit is likely to take place during a particular week without specifying exactly the time. We therefore ask you to sign a general consent form which facilitates such out of school visits. Your child will notify you verbally 'we are going to the library tomorrow afternoon if the weather is nice.' All other visits outside the immediate area which incur costs and greater distances will be notified by letter and an individual consent form will be required. All visits are subject to rigorous health and safety procedures relating to educational visits and staff pay careful attention to safety and risk assessment.



## General Information

### Complaint Procedure

The governors of the school are confident that most difficulties can be resolved by amicable discussion between parents and school staff. However, if a complaint can not be resolved by informal discussion the parent should contact the Chair of the Governing Body whose name is available from the school business manger, Mrs Cairns or in the list of members within this prospectus. The more formal stage of procedures will be explained to them at this point.

### Child Protection and Safeguarding

The safeguarding of children is our foremost concern. At Captain Cook School we follow the principles and procedure laid down in government guidelines. The school has a duty to ensure the welfare and safety of pupils and in cases where staff have cause for concern that a pupil may be subject to ill-treatment, neglect or other forms of abuse, staff will follow the Middlesbrough Council guidance with regard to child protection procedures. They will inform the 'nominated person' (Mrs Patton) who will initiate procedures and monitor the situation as appropriate. The nominated person represents the school at case conferences. Information will be shared only with those people who 'have a need to know'.

### Confidentiality

It should be understood that teachers have a professional responsibility to share information about child protection with the designated statutory agencies. Private information will be considered sensitively.

### School Health Services

Our school nurses liaise with school regularly and contributes to staff training and the science and PSHE curriculum. Parents needing advice may contact Viv Bradley , School Nurse on 03003 03160063.

### Change of Address

When your child is admitted to school we ask you to complete a contact form with full details of home address and contact numbers. In order to keep these important records up to date we would appreciate prompt notification of any change of address or telephone numbers. It is vital we can contact you quickly should an emergency arise.



# School

## Starting School

Your child may be offered a place in Nursery from the age of 3. Applications need to be made before this time. There are 78 places on a part time basis: 39 morning and 39 in the afternoon. Parents will, wherever possible, be offered a preference. Places are allocated first to those children residing within the school catchment area, followed by those with special needs and then those with siblings already in our school. Any other places are then offered to applicants from outside the school area in date of birth order. A place in Nursery does not guarantee a place in school. Details on how to apply for school places can be found on Middlesbrough Councils website. <http://www.middlesbrough.gov.uk> or contact School Admissions 01642 201890. Before commencing school there will be many opportunities to visit with your child and meet the staff who will be involved in his/her care.

## The Curriculum

Pupils are offered a broad and balanced curriculum covering all of the subjects during each school year. Some of the work is presented in cross curricular themes, some is blocked and some timetabled for weekly or daily lessons. We aim to provide wide and diverse opportunities for learning which include activities suited to all learning preferences. These are designed to develop self-reliance, positive attitudes and an ability to apply the skills learnt to solve problems in real life, to equip children to lead a satisfying life and participate fully as citizens.

## Our Curricular Approach

Teachers begin their curriculum planning by focusing upon the skills, knowledge and attitudes the children need to develop and then create cross curricular programmes to help them achieve this. Teachers teach skills and introduce knowledge and then provide opportunities for the children to practise these through learning contexts which are chosen to stimulate the children's interests and encourage self initiated learning. As part of the programme a mini-challenge is introduced where children work in small groups to create a product/outcome for a particular purpose, often with a deadline and sometimes a budget.



# School Stages

## Foundation Stage

Our nursery class is an integral part of Captain Cook School and an important part of education in Middlesbrough. From Nursery children move into Reception, following an integration programme, before their fifth birthday. This is also part of the Foundation Stage and follows the same policy and curricular plan.

We aim to provide a happy, safe and stimulating environment in which all children have equality of opportunity regardless of race, gender, creed or ability.

We aim to foster the development of:

- Self confidence through the acquisition of independent skills
- Moral development through learning to care and share
- Learning skills through structured play
- co-operation through group play and taking turns
- A questioning attitude by encouraging curiosity

The foundation Stage curriculum is very carefully planned to meet these aims and cover the Development Matters documentation. Themes of work are designed to incorporate the following areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Understanding the World
- Literacy
- Mathematics
- Expressive Art & Design

Further details in the form of a 'starter pack' are available once an application has been made and there will be several opportunities to visit the Nursery and meet formally and informally with the staff.

## Key Stage 1 and 2

From Foundation Stage children move to Key Stage 1. They will have had many opportunities to join with older children formally at assemblies and in some learning activities as well as informally at playtimes and lunchtime.

At this point the National Curriculum begins, with children learning the core subjects: Maths, English and Science and seven foundation subjects; Computing, P.E, History, Geography, D.T, Art and Music along with R.E and P.S.H.E with citizenship.

# Equal Opportunities



We firmly believe that every child has a clear entitlement to access all aspects of our curriculum irrespective of age, race, gender or ability and take every step to promote equality of opportunity throughout the school. We are proud of our personalised approach.

Children are made aware of the needs, feelings and desires of others through our RE, PSHE and citizenship work.

## Special Needs

Teams of teachers work together to plan and teach the curriculum to their classes. They take into account the wide range of interests, abilities and aptitudes of the children. Work is planned to cater for these differentiated needs. The majority of children learn and progress well, Those who have difficulty doing so may well have special educational needs. We monitor these difficulties and prepare special programmes of work to address them. If necessary the school may seek advice from outside agencies or specialists through our special educational needs co-ordinator (SENCO) who will liaise and consult with parents at all stages. Support can be provided from external agencies such as the educational psychologist, speech and language team, health personnel or behaviour support staff.

The key to our work is communication between home and school and we work hard to ensure this is successful. If you have any concerns regarding your child's academic, social or emotional progress we are always ready to listen, advise and take appropriate action.

## Pupils with Disabilities

The disability Discrimination Act 1995 defines a disabled person as one who has ' a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities.'

As a school we are committed to continue to improve facilities to enable children with disabilities to access the full range of curricular and social activities. A full DDA survey has been carried out and plans are in place to continue to improve accessibility. Ramps are provided for access to the buildings and between the two levels of the school site. A disabled toilet facility is provided within both buildings.

The SENCO oversees all medical and learning special needs, liaising with external agencies to ensure appropriate levels of support.



# Curriculum

## English, Language & Communication

A scheme of work incorporating all key aspects of English is used to plan from year on year. This can be downloaded from our website. We attempt to foster speaking and listening skills through a range of purposeful, cross curricular activities. We recognise that in foundation stage children will already possess oracy skills and seek to develop their vocabulary, expression and appropriateness in spoken language.

The printed word is available to our children in every classroom, work space and library as well as through IT sources as they develop their reading skills. Books are valued, respected and enjoyed. A variety of teaching methods are deployed, including phonics and word recognition. A structured reading scheme is in place to ensure continuity and progression whilst a selection of attractive fiction and non-fiction books are always available. As a child develops their love of books so the range of texts provided for them increases. Classes also visit the local library on a regular basis, we participate in book clubs and book fairs are held annually.

We believe that a child needs to see the significance of writing- that it has a purpose, is useful and fun. We attempt to stimulate writing and develop skills through a cross curricular approach and in meaningful contexts. Support is provided through shared, guided and scaffolded writing. We have a Learning Zone which includes a well stocked library.

It is part of the school's policy to teach the rules of grammar, punctuation, handwriting and spelling.

Children, at all stages, are encouraged to present their work neatly and take pride in recording. We aim to develop speed, flow, legibility and a confident style of handwriting through our comprehensive scheme.

Computing is an inbuilt aspect of our English curriculum with opportunities to teach and apply new technologies. We teach French as our chosen modern language from year 3 onwards.

## Mathematical Understanding

The curriculum content is set out in The National Curriculum but school has created its own curriculum for Maths which includes a specific calculation scheme of work; this can also be downloaded from the school website.



# Curriculum

## Science

The essential characteristic of primary science is that it introduces the children to the specific methodology of science. We seek to engage children's natural curiosity about the world in which they live and develop the important skills of; Observation, Investigation, Interpretation, Hypothesis and Application

Science work is topic based, covering physical processes, life processes and living things, materials and their properties and scientific enquiry. Skills are hierarchical and as such are built upon from one year to the next.

## Design & Technology

Technology provides opportunities for children to design and make products. They are encouraged through investigate disassembly and evaluative activities to find out how things work. Focused tasks teach the correct and safe use of tools and equipment to enable the transfer of these skills to carrying out a design and make project, evaluating its success and identifying opportunities for improvement. Media explored include resistant materials, textiles, construction kits and food.

## Understanding Geography and History

These curricular areas are concerned with the study of the world around us, the lives of people past and present. We build upon the Early Learning Goals 'Knowledge & Understanding of The World'. The programmes of work do not set out to emphasise the learning of facts but develop skills such as the use of texts, secondary sources, IT, subject specific vocabulary and fieldwork and research skills. The ability to co-operate and collaborate with other children is an important aspect of the work. Visits are undertaken and visitors enlisted to bring these studies to life.

## Art

A wide range of art and craft materials is available to the children. It is our intention to create exciting and stimulating aesthetic experiences that allow the child to investigate, make and experiment in a variety of media and styles. They are introduced to the work of different artists, sculptors and crafts people studying work from different cultures and styles. We hope they will gain satisfaction and pleasure, express them selves through their art work, evaluate it and build a vocabulary to discuss and value the arts.



# Curriculum

## Computing

Computing is a subject in its own right and a cross curricular set of skills. It is our aim to give children a wide range of opportunities to develop these skills and explore their uses in a variety of contexts.

Children are taught to; develop their key board skills, communicate effectively, use the functions and features of a word processor, know what is meant by 'multi-media' and collect sound, text, still and moving images, use spreadsheets to manipulate and interpret data, know when it is appropriate to use an art programme, the advantages and disadvantages of doing so.

Know that images can be collected using a scanner, video or digital camera, know some devices can be programmed, use data bases importing and extracting information, know what the internet is and how it works and how to use it safely.

A variety of programmes and computer resources are used to support children's learning in other curricular areas e.g. to create graphs relating to science experiments or maths work, to produce multi-media presentations for literacy debates/discussions, create music, research information in history, to practise number skills in maths. Teachers decide when IT is appropriate to the purpose of the work.

The school has placed a high priority in providing up to date IT resources; the site is fully net worked and all classrooms have interactive whiteboard technology, the library areas contain computer facilities, there is a main computer suite with at least 1 computer to 2 children, a digital media studio with net-books, lap-tops and PCs and several mini-suites as well as classroom computers.

The school's web-site is updated regularly for those beyond our immediate school community.

The address for this is [www.captaincookprimary.co.uk](http://www.captaincookprimary.co.uk)

Please see the consent form included in this prospectus for internet policy and use.



## Personal, Social, Health and Citizenship Education

This is regarded as an essential part of the curriculum. Some areas are viewed as stand alone lessons and others fit well into a cross-curricular approach. Teachers plan this to best fit the children in their care. We aim to create an environment in which children develop social competence, allowing time and space to explore their own feelings and appreciate those of others, in order to develop mutual respect. Collaborative group work, role-play and discussion are valuable ways of developing co-operation and sharing.

We attempt to promote and support attitudes and practises conducive to good health. Children are taught to make healthy life style choices through PE, science, RE and literacy as well as through PSHE. Areas covered include diet, smoking, drugs, exercise, road safety, personal safety, decision making and family and social relationships.

Sex education is taught at a level appropriate to the age and maturity of the students. We raise awareness of the changes to human bodies both physical and emotional at varying stages in their lives. The school nurse is involved in discussions and presentations relating to hygiene and puberty as one aspect of the science curriculum. Parents are informed in advance of these sessions and may talk to the school nurse or teacher about the content in detail, if they wish.

It is our clear intention that our pupils should grow up to be well-balanced, happy and sociable individuals who can play a satisfying and valuable role in society. We encourage them in this by increasing the amount of responsibility and independence offered as they progress through school and consulting children whenever this is appropriate. We operate a democratically elected student council in KS2 and involve outside agencies such as Justice Support, Cleveland Police, and various theatre groups to enrich this aspect of the curriculum. We support local, national and developing world charities every year and raise awareness of global issues through this aspect of our work.

Everything we do, every day in school is designed to promote good citizenship, Self-respect and respect for others. This is central to the ethos of Captain Cook School.



# Curriculum

## Music

We aim to develop children's creative ability, aesthetic sensitivity, understanding and enjoyment of a range of musical styles and from different cultures as they progress through the school, beginning with learning and singing simple songs, experimenting with sound and combining sounds to composing and performing their own music and lyrics.

Music is taught by the class teacher and some visiting specialists from The Tees Valley Music Service. Through the three strands of listening to and appreciating music, composing and performing the children develop a musical vocabulary and skills. These areas are developed through a variety of approaches, class lessons, listening to visiting musicians and other children in school, in assemblies, singing together and through participation in productions/performances or simple group/class work.

In KS2 children are given an opportunity to receive tuition in brass, flute, cello or violin from specialist teachers, at subsidised cost.

## Physical Education (P.E.)

It is our intention that children should learn about their bodies and improve their physical competences, agility and co-ordination, team work and inter-personal skills, develop aesthetic and artistic understanding through movement and appreciate the benefits of regular exercise to a healthy life.

During their time in our school children have the opportunity to participate and develop skills in the following six areas of activity; games, gymnastics, dance, athletics, swimming and outdoor/adventurous pursuits. These are offered as part of the timetabled curriculum; at various times of the year extra curricular sports. eg netball, basketball, rounders, cricket, football and cross country running are offered, sometimes with an opportunity to represent the school in competitions.

We aim to give all children the opportunity to learn to swim at least 25m during their time in our school.

Outdoor pursuits are offered for Y6 children during an optional residential visit to an approved outdoors centre.



## Religious Education

R.E. is taught within the framework of the Agreed Syllabus for Religious Education. It is a timetabled subject, which gives consideration to the major world faiths. The emphasis within the framework is however upon Christianity.

Children learn about the Christian, Islamic and Sikh faiths sometimes as a unit in themselves and sometimes as part of a multi-faith theme such as 'celebrations' or 'special books'. They learn through a variety of activities such as stories, discussion, role-play and visits, as well as listening to visitors. Children learn about religions and are encouraged to learn from them, reflecting upon their values and place in modern life.

Parents may request that their child be excused from RE lessons but are asked to make an appointment to discuss this with the Head Teacher and view the content and objectives of the curriculum before making a decision.

## Reports, Records and Results

During the autumn and spring terms there is an opportunity to meet with your child's teacher and discuss progress and targets. Staff are willing to talk to parents at any time should a concern or query arise however if information is needed or the discussion is likely to be lengthy it is sensible to make an appointment as staff have many commitments to meetings, clubs etc. Please be mindful that it is difficult to talk to parents when the class is in progress or other parents are collecting from or dropping children at school. A detailed written report is provided for parents during the summer term. There is an opportunity to discuss this with the class teacher should an appointment be requested.

Staff will initiate consultation with parents where the needs of the child require it. Samples of children's work are collected on an ongoing basis for assessment of progress.

At the end of KS1 parents are informed of the level their child has achieved in reading, writing, speaking and listening and maths and an indication of the schools results and national standards. This is based upon teacher assessment supported by test scores.

At the end of his/her primary education your child will take SAT examinations along with all other Y6 children nationally. The level attained in maths and English tests will be reported to parents along with teacher assessments and the final leaving report.