

# Eastfield Primary Academy

## Academy Prospectus

2020 -2021

Information relating to individual schools published in accordance with the Education Act 1980 and the Education Act 1988 by North East Lincolnshire Education Committee and on behalf of the Governors of Aided Schools in North East Lincolnshire for admissions from September 1988.

Eastfield Primary Academy

Margaret Street

Immingham

NE Lincs

DN40 1LD

Telephone 01469 572455



Principal:	Kerry Thompson
Leadership Team:	Scott Nicholls Rob Moody Anna Rawlings
Chair of the AIC:	Peter O'Connor
Parent Governors:	Emily Louis and Lindsey Smith
Number on roll:	256
School Classification:	Academy, 3-11 years

**WELCOME TO  
EASTFIELD PRIMARY ACADEMY**



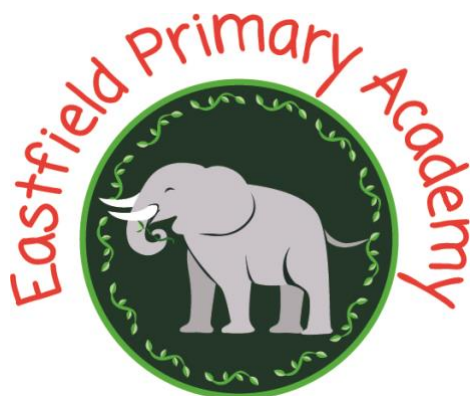
# Eastfield Primary Academy

Welcome to Eastfield Primary Academy, proud to be part of the **Enquire Learning Trust**, situated in Immingham in North East Lincolnshire. Our school is open for children between the ages of 3 and 11 and we believe that all children should be given the chance to shine. Our 3 drivers are: **Pride**, **Collaboration** and **Understanding** and these underpin everything we do and plan for in our Academy.

**Pride** means that we are always proud of our families, our Academy, our work, ourselves and we strive to be the best we can be, in everything we do.

**Collaboration** means that we work together and learn with, and from each other. This is in every classroom, every group and as an Academy. Staff and children also have the opportunity to work with other Academies in our Trust to share best practice. What we can do in a team today, we can do on our own tomorrow!

**Understanding** means that we try to understand how other communities feel and compare this to our own.



At Eastfield Primary Academy we believe that all individuals are nurtured to flourish and our aim is for our young people to leave us as resilient and independent learners that have access to a toolkit of skills that they can adapt and use for the next stage in their education.

## Admissions Policy

The school's current admission arrangements adhere to the published criteria contained in the Your New School: A guide for Parents booklet and are on our website.

## Visiting Arrangements

Prior to admission, parents and children are encouraged to visit our school and talk to staff regarding our Home School agreement, and our school Behaviour policy. This means that the ethos and values of the school can be discussed, to ensure a common understanding,

## Religious Affiliations

The school is not affiliated to any religious denomination; however, our assemblies are based on British Values and our three drivers of: Pride, Collaboration and Understanding.

School Holiday Dates - see enclosed sheet

# Eastfield Primary Academy

## School Day

### Nursery sessions are as follows:

Children are allocated 15hrs as either a morning or afternoon session, or as 2 and a half days at the beginning or end of the week.

Morning: 9.00am to 12 noon  
Afternoon: 12.15pm to 3.15pm

### Reception:

Morning: 9.00am to 11.45am  
Afternoon: 12.55pm to 3.15pm

### Key Stage 1 and Key Stage 2:

Morning: 9.00am to 12 noon  
Afternoon: 12.55pm to 3.15pm

### Typical school day:

7.30am	Breakfast Club opens
8.35am	Staff Briefing
8.45am	School gates open and children are supervised by parents and carers
9.00am	School day begins and learning time starts
10.20am	Assembly
10.40am	Playtime
10.55am	Learning time continues
11.45am	Reception's lunch
12 noon	KS1 & KS2 lunch
12.55pm	Learning time continues
3.15pm	End of the Academy day

## School Curriculum

Here at Eastfield Primary Academy our curriculum offer gives children the opportunity to understand the world around them through the acquisition of declarative knowledge (*a rich and deep subject knowledge*), alongside procedural knowledge (*learning new skills*) by way of a variety of interesting contexts, whilst experiencing the challenge and enjoyment of learning.

Our curriculum is taught through a pedagogy that offers all children a memorable experience at the start of every topic, which then leads the children into problem solving, being creative and communicating their thinking in a variety of different ways, sustaining the children's interests. Woven within this, is a focus on the acquisition of basic skills: reading, writing and maths and providing a curriculum that is language rich ensuring our children can articulate their learning and thinking through both verbal and written communication.

Our children learn about respecting themselves and others through working collaboratively and are given time to reflect and think mindfully about their learning. They are encouraged to take part in democratic activities across the curriculum, expressing their opinions on a range of different topics and issues so that they can make a positive contribution to Eastfield, the local and global communities.

Curriculum enrichment is important to us and we ensure that our children have access to high quality resources, both in and out of the classroom; promoting a sense of pride in all that we do. Trips out and visitors in, ensure that our curriculum is exciting, memorable and we provide experiences that our children do not always have

# Eastfield Primary Academy

access to; deepening their understanding of the world around them. We welcome parents and carers in at every available opportunity to take part in their children's learning experiences.



We have a clear long-term plan that identifies a main subject focus for each half term. Every year group from Nursery to Year 6 follow the long-term plan:

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
Geography	Art	History	D&T	History	Art	Geography	D&T	Art	D&T

Each year group follows its own unit of work, ensuring that prior learning is built upon, revisited and progression is clear.

## Family Learning:

We believe the traditional homework of worksheets or exercises has very little worth. We invite parents into school to take part in a learning activity with their child.

The actual time spent on teaching in a normal school week after registration, assemblies and breaks have been subtracted, is 24 hours and 10 minutes. This compares with the recommended minimum of 23.5 hours.

## Core Subjects:

At Eastfield Primary Academy, our curriculum is personalised, relevant, exciting and rich. We believe literacy (written and spoken) and numeracy skills underpin all our learning and transfer skills in all sorts of different ways. We don't necessarily follow a scheme as we favour the 'assess, plan, do, review' approach by identifying where children's gaps in understanding are and going from there! These assessments inform our daily lesson design to ensure all children are making the maximum progress and foundations are solid.

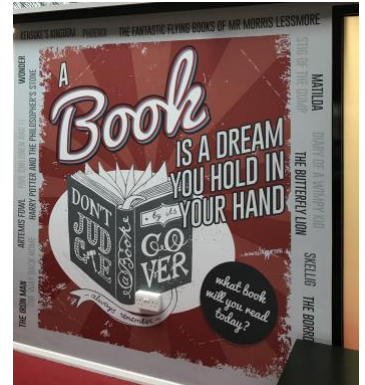
## Literacy

We believe that children should develop an enjoyment of the written and spoken language; children who leave us should read and speak fluently using a wide range of vocabulary to verbalise their thoughts or learning experiences in a creative and unique way.

We have based our teaching approach to Literacy on the 'Power of Reading'; this approach engages both children and teachers in reading and writing. Children read a range of high-quality texts in depth, which then informs their writing. Children are encouraged to write creatively and purposefully, and for a specific audience. Through collaborative activities such as text interrogation and imitation, children feed off each other to strengthen their understanding and learning.

# Eastfield Primary Academy

Reading is a huge strength here at Eastfield. Our Coffee Shop provides an area for children to kick off their shoes and curl up with a good book or comic on the settee. We believe reading a wide range of media is essential to keeping children inspired and developing a love of reading for life! Again, we assess, plan, do and review with all children to inform our planning for reading.



Our learning always takes the form of questions for children to dig deeper to find the answer and verbalise their learning by providing explanations.

## Numeracy

We deliver a skills-based maths curriculum that is in line with the new National Curriculum. We use the same principles of assess, plan, do and review to match learning opportunities to where gaps in understanding are, to ensure we are targeting and designing our learning opportunities in a personalised and differentiated way. We usually assess at the beginning of a new unit or skill and then design learning from there. Children will then sit the same assessment after the unit so they can measure their own progress and take ownership of it. We apply skills in practical situations, with a heavy focus on applying these skills to problem solving.



## Science

At Eastfield, we believe our children need to understand the world around them and believe in making learning as real as possible with real life scenarios. Again, the context of scientific learning is always posed as an enquiry question for children to work collaboratively to gain the answer. Children are taught scientific skills which are embedded through investigation. Our learners are encouraged to pose their own questions, predict, work collaboratively, measure, record, interpret and evaluate their responses.

# Eastfield Primary Academy

## Educational Visits:

Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum and a vibrant part of Eastfield Primary Academy. They are an opportunity to extend children's learning and enrich their appreciation and understanding of themselves others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest or in some cases professional fulfilment and as such they are encouraged as in integral part of children's learning.



## Relationships Education, Relationships and Sex Education and Health Education:

We follow the Relationships Education and Health Education guidance set out by the Government and our policy is available on the website. A paper copy can be requested; please speak to a member of our admin team.

Relationships and Health Education is important because it helps children to develop healthy attitudes towards themselves, their physical and mental growth, and recognising and understanding feelings towards each other. It also teaches them about the rights and responsibilities involved in making mature decisions about relationships, sex and health.

Eastfield Primary Academy doesn't teach 'sex education' as a stand-alone element to the PSHE curriculum and is not a statutory part of the curriculum. However, we believe it is a crucial element to our children's development and understanding of themselves and others. The 'Changing Me' unit is taught from Foundation Stage to Year 6 and is always in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous year's learning.

Whilst we encourage all of our children to study sex education learning opportunities, parents do have a right to withdraw their children from these elements. Children cannot be withdrawn from Relationships and Health Education sessions as this has to legally be taught in primary schools. Similarly, children cannot be withdrawn from the National Curriculum Science units that teach reproduction.

## Religious Education:

The school scheme for RE is based on the LA's Agreed Syllabus for Religious Education. It aims to cover Christianity and at least two other major religious traditions. The aim throughout is to build up children's knowledge and understanding of the belief and practice of religion. Great emphasis is placed on concepts such

# Eastfield Primary Academy

as respect and tolerance, and on developing personal reflective skills (questioning, reasoning) as well as individual beliefs and values.



## Collective Worship Policy:

We follow the Local Authority's Agreed Syllabus for Religious Education.

The school will make arrangements for parents to exercise their right of withdrawal of their children from religious worship or instruction. Work will be set for these children during the time withdrawn.

The School Policy for Collective Worship is:

- It should be within the law.
- It should not interfere with the integrity of either any child exposed to it or any member of staff who is expected to take part.
- The act of worship should, where possible, be of educational value to the children.

## Special Educational Needs Arrangements

Children with learning difficulties are given additional help, and outside agencies used when they are available.

The name of the senior member of staff having responsibility for the school's arrangements for identifying and meeting the special needs of pupils is the SENCO, Miss Laura Dalling.

## Pastoral Care

The school has a Pastoral Support Programme that works alongside our Behaviour Policy. Close home-school liaison is a vital part of our pastoral care. The CP Officer and Learning Mentor work closely with children, parents and a variety of outside agencies.

# Eastfield Primary Academy

## Extra-Curricular Activities

A variety of clubs are held over the year and Eastfield also operates a Breakfast club and an After-school club, extending the school hours from 7.30am to 4.30pm Monday to Friday.



If arrears of £20 are built up, children will not be able to access Breakfast Club/After-school Club and any arrears (of any amount) must be paid by the end of a term, if these are not paid, children will not be able to access Breakfast Club/After-school Club the following term. Unfortunately, we do not receive enough funding to allow us to provide these Clubs for free.

## PE and Sports

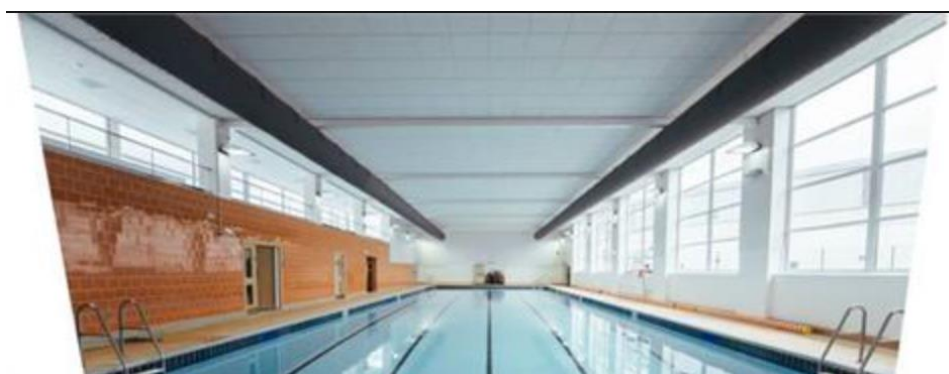
### Aims

To encourage children to enjoy participating in sports activities and understand that it forms an essential part of maintaining a healthy lifestyle.

### Facilities

We have a large playing field, a MUGA (multi-use games area), a dining room and a school hall. We are fortunate in having two Forest Schools areas on site to provide children with the opportunity to explore and experience the natural world through practical activities in the outdoors.

We use the local swimming pool. Sports and PE taught includes: swimming, athletics, football, hockey, tag-rugby, netball, basketball, gymnastics and dance.



Time allocated to sports/PE is about 2 hour's curriculum time per week.



# Eastfield Primary Academy

## The Organisation of Education

There are three key stages within the Academy. We believe collaboration is a key ingredient for success therefore staff work collaboratively to ensure the best possible outcomes for each individual child.

Key Stages		Classes	Ages
Foundation Stage		Nursery and Reception	3 – 5 Years
Key Stage One		Year 1 and Year 2	5 – 7 Years
Key Stage Two	Lower KS2	Year 3 and Year 4	7 – 9 Years
	Upper KS2	Year 5 and Year 6	9 – 11 Years

### *Foundation Stage*

In the Early Years Foundation Stage children enjoy a rich, immersive and engaging learning environment where they can explore, experiment and investigate both indoors and outdoors. The quality of a child's early experience is vital for their future success. We provide high-quality early education where all children take part in a wide range of hands on and practical learning experiences on a 1-1 basis, in small groups and in large groups.

Continuous provision in the Foundation Stage is where children are allowed to choose where they want to learn through play. During this time, activities are set up both indoors and outdoors for the children to access, both independently and with an adult. All activities are based upon the children's next steps in learning ensuring that children are challenged and their learning is moved forward. There are high quality interactions with children during planned and child-initiated play activities. Practitioners model language, show, explain, demonstrate, question, encourage, facilitate, and stimulate children throughout the day.

Children are assessed throughout the Foundation using the Early Years Foundation Stage Curriculum. The children are assessed against expected outcomes at different developmental ages, through on-going observations. These observations identify children's interests and next steps, which are then used for planning daily, weekly and informing our topics. The length of a topic is determined by the children and their interests, so varies. At the end of the Early Years children are assessed against the 17 Early Learning Goals. If they have met the goals they achieve 'Expected', if they are still working in the developmental stages they are said to be 'Emerging', or if they are working beyond the goals they are 'Exceeding'. Children who achieve expected or exceeding in the first 12 goals are said to have achieved a 'Good Level of Development'.

### *Key Stage One*

Children leave the Foundation Stage and begin a whole new learning journey as they start on the National Curriculum.

### *Year 1*

Learning becomes more structured and challenging in Year 1 and continuous provision is phased out and the skills that are developed from this transfer in to National Curriculum subjects.

# Eastfield Primary Academy

At the end of Year 1, the school will conduct a statutory Phonics Screen Check. The check will take place in June and your child will read 40 words out loud to a teacher. This will inform future planning and interventions in reading and decoding words. If your child needs a little more help, they will get the opportunity to sit the check again in Year 2.

## Year 2

Following Year 1, children now access a more structured curriculum, accessing all areas of the National Curriculum. Children are encouraged to be independent learners through a variety of learning methods. At the end of Year 2, children sit the statutory assessments in reading, writing and maths. These levels currently give the baseline to measure progress over Key Stage Two.

## Key Stage Two

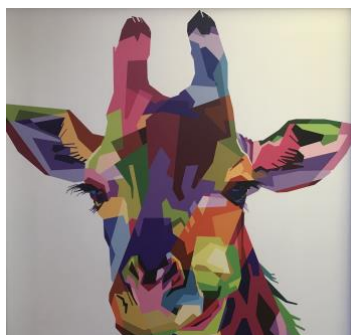
From Year 3 to Year 6, children access the National Curriculum for their age range. Children in Key Stage 2 access the same subjects as Key Stage One except KS2 children have a weekly Spanish lesson.

Direct teaching of literacy and numeracy skills occurs in a morning and then children are encouraged to apply these skills in all areas of their learning across the day.

In foundation subjects, children are set in mixed ability groups and work collaboratively to achieve the same goal or to answer one learning question. Through working collaboratively, children gain their own independence in their work and demonstrate pride in their work as part of a team. Often, children research independently and scaffold their own learning through collaboration and understanding of the needs of the group.

## National Curriculum Test Results at Key Stage 2 in 2019

	Reading, Writing and Maths combined	Attainment in Reading	Attainment in Writing	Attainment in Maths
Eastfield Primary Academy	55%	68%	90%	77%
National	65%	73%	79%	79%



# Eastfield Primary Academy

## MySpace

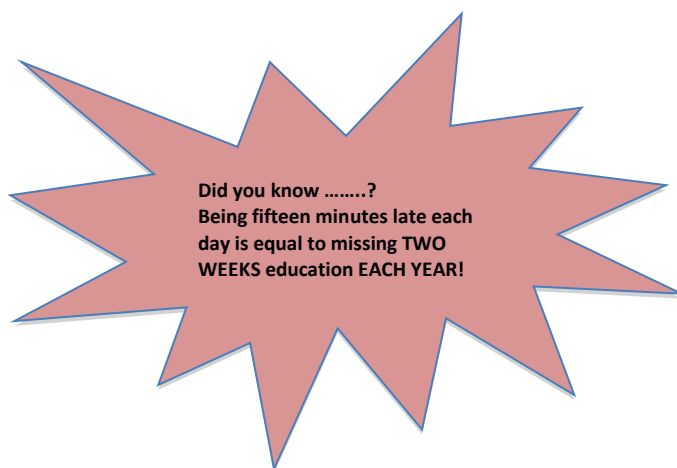
MySpace is a learning zone within Eastfield Primary Academy that provides targeted support for children with a wide range of behavioural, emotional and social development needs from across North East Lincolnshire. We also offer support for parents/carers, including help with developing a positive home/school relationship, as well as direct work with parents/carers; and we provide professional advice and support for school staff across the county.

MySpace offers 10 places and provides a tailored curriculum, designed around nurture principles, for each child to ensure maximum inclusion at school. We assess and identify children's individual needs relating to behaviour and emotional well-being, enabling us to provide bespoke support for individual children to remove barriers from learning and school readiness, enabling children to get the most from their education, and of course, reduce the risk of exclusion.

## Rates of authorised and unauthorised absence

In accordance with the Education (Pupils' Attendance Records) Regulations, 1991, all schools must publish information on rates of unauthorised absence. Unauthorised absences will include lateness, all unexplained absence, condoned absences and truancy.

If your child is absent, please telephone the school as soon as possible otherwise your child will be recorded as having an unauthorised absence. Similarly, if your child arrives at school after the Register is closed, he/she will be recorded as having a late mark.



## School Discipline

Our Behaviour Policy and Anti-Bullying Policy are available on our website and paper copies can be requested; please speak to a member of our Admin Team.

## School Dress

The current school uniform is:

- Red sweatshirt
- White or red shirt or blouse
- Black or grey trousers or skirt
- Jeans, playwear, sportswear and high heeled shoes should **not be worn**

# Eastfield Primary Academy

Children are expected to have the correct clothing for PE which is:

- Plimsolls, black shorts and white/red t-shirts, jogging bottoms and sweatshirts for outdoor winter use.  
No football shirts
- Jewellery should not be worn  
All uniform is available from:



## Mobile Phones and Smart Devices

Children are not permitted mobile phones in school. If these are brought in to school, they will be turned off and stored in the Office until a parent can collect.

Smart devices (Apple/Garmin watches, fit-bits etc.) are not permitted in school.

## Complaints Procedure

It is hoped that all issues and concerns can be quickly resolved without the need for formal complaints. If you have concerns about anything that happens in school, then please come in and see us. We promise that we will listen and try to solve any concerns that you have. We would rather that you come and talk to us first and not on Social Media. However, we acknowledge that this is not always the case. Any concern should first of all be brought to the attention of the class teacher. If it is not resolved, then speak with the Principal.

If you still are not satisfied that the school has dealt with your concern, then please follow the official complaints procedure or write to the Chair of Academy Improvement Committee.

Date of issue: **June 2020**

