



# Prospectus 2025/2026

Wylde Green Primary School  
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# Contents

2	Welcome
4	About Our School
5	Behaviour and Rewards
8	The Curriculum
12	Inclusion and Equality
13	Organisation
14	Other Information
24	Parents/ Carers Code of Conduct
26	Partnership
27	Staffing
30	Term Dates

## Welcome

### WELCOME TO WYLDE GREEN PRIMARY SCHOOL

We are very pleased that you have chosen to send your child to our wonderful school and hope this prospectus helps you to gain an understanding of how our school is organised, and to appreciate the exciting opportunities on offer to children in our care. We believe that the 'special feel' at Wylde Green Primary is created by our caring, friendly atmosphere. Our school continues to develop in many exciting ways, providing an even more enriching experience to our children.

I am extremely proud to lead a team that is committed to providing the very best opportunities for the children who attend Wylde Green Primary. Staff, supported by governors, work hard to deliver a rich and challenging curriculum, to prepare children for future education, and to help them acquire the skills and enthusiasm needed to pursue learning for the rest of their lives.

We look forward to welcoming you to our school, and to a happy and successful partnership with all our new children and families.

Please visit our website, which will provide you with further useful and up-to-date information.

If we can assist with any further information, please do not hesitate to contact us.

Mr Hamilton-Martin  
Headteacher

## Our vision

At Wylde Green Primary School, we have a relentless drive for improvement and an unwavering commitment to providing high quality educational opportunities for children from Reception to Year 6. We believe that all children can achieve, and we recognise that we provide the roots in their education so they can blossom on their lifelong journey of learning. We aim to do this by providing a supportive and caring environment, rooted in high quality teaching and learning, grounded by impeccable conduct.

## Our core values

As a school we are committed to the principles of inclusion and equality of opportunity.

Through our aims and values we promote and endorse the shared belief for every child, whatever their background or their circumstances, to have the support they need. They are:

Have **B**elief in themselves

Be **R**esilient

**A**chieve their best

Be **N**ice to others

**C**hallenge themselves

Be **H**appy

# About our school

- We have a beautiful school building: the original school dates back to 1840, making us the 'oldest school' in Birmingham. The building is very well maintained and provides modern, spacious learning spaces on a single level, allowing excellent access for all children and adults. We benefit from a hall, a library area, extra teaching spaces and our I.T. facilities are excellent. We have a spacious playing field as well as our playground and outdoor seating. Our 'Jungle Gym' contains seating areas and playing zones as well as an adventure playground area and Forest School area. These provide our children with attractive, exciting and enjoyable playing areas. We also have a specially designed outdoor area, exclusively accessed by our younger children.
- We are fortunate that all our staff are extremely dedicated and hard-working and are always striving to demonstrate our school values: the teaching staff produce purposeful, fun, learning experiences for all children. We are generously staffed to provide smaller working groups across the school.
- Our parents and carers are supportive and have aspirations for their children: both academically and within the expected high standards of behaviour in and around school.
- Our Governors work voluntarily to make Wylde Green a better place through providing challenge and support to the school's leadership. They regularly meet with leaders and view the work taking place in school as well as performing their statutory duties linked to:
  - Ensuring clarity of vision, ethos and strategic direction
  - Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
  - Overseeing the financial performance of the school and making sure that money is well spent.
- The PTFA also give their time to raise additional funds for our children - they have provided us with: a new stage and lighting system; money towards our outdoor play areas; new reading schemes; new I.T. equipment for the children to further their computing skills; a contribution to our creation of extra teaching areas; new interactive smartboards for classrooms; costumes for school productions, new sport equipment and funding music lessons for children in school. Last year, the PTFA raised more than £12,000 to fund our beautiful new library.
- Most importantly we are blessed with truly amazing children who want to learn, behave and be good citizens.

# The Curriculum

At Wylde Green, we are committed to providing a rich and stimulating curriculum that aligns with the National Curriculum and reflects our core 'BRANCH' values. Our aim is to ensure that every child receives a comprehensive and well-rounded education that promotes excellence across all areas of learning.

Our curriculum is carefully designed to offer a broad range of subjects and experiences, allowing students to make meaningful connections between ideas and develop a deep understanding of the world around them. We believe that by fostering a love for learning and setting high expectations, our pupils can achieve their full potential.

We understand the importance of purposeful learning experiences that engage and inspire our students. Our curriculum encourages active participation and critical thinking, empowering pupils to become confident and independent learners. We strive to provide opportunities for creativity, problem-solving, and collaboration, nurturing the skills necessary for success in the modern world.

Through our curriculum, we aim to instil a sense of curiosity, resilience, and a lifelong love for learning in our pupils. We regularly review and evaluate our curriculum to ensure it remains relevant and up-to-date, adapting to the evolving needs of our pupils and society. Reception children follow the Early Years Foundation Stage Curriculum which prepares them for the National Curriculum in Year 1.

The children follow a curriculum consisting principally of the eleven subjects within the National Curriculum and Religious Education. The core subjects of English, Maths and Science. The foundation subjects are Computing, History, Geography, Art, Music, PSHE, Design Technology and Physical Education. French is taught in Key Stage 2.

## **ENGLISH**

The teaching of English has a crucial role to play in equipping learners with the language skills they need to become effective members of their own community, the world of work and of society in general.

English is taught to meet the requirements of the National Curriculum. The English Curriculum has three inter related strands – reading, writing and spoken language (including group discussion and drama and performing poetry).

Pupils are taught to write with accurate spelling, punctuation and grammar. Writing includes narrative, explanations, comparisons, summaries and evaluation. Every subject within the curriculum contains opportunities for reading, writing and spoken language. Children are encouraged to use the skills they have learnt in English in all areas of the curriculum. In the Early Years Foundation Stage (Reception) the Curriculum is guided by the seven areas of learning.

Language skills are developed by providing a wide range of opportunities for reading, writing and spoken language. We build upon the knowledge of language that children already have when they start school and encourage everyone to see themselves as readers and writers from the beginning. Progress is considered/measured as increased ability across a whole range of language activities.

Children are taught to read using a wide range of literature by recognised authors. Class reading activities include the use of individual reading, large shared texts, group/guided reading, on screen texts and other visual texts (films, etc.). Each year group has a specific author to focus on, studying the author and their work.

Phonics (skills of segmentation and blending of words and letters and knowledge of the alphabetical code) is taught using Little Wandle Letters and Sounds. Parents are invited to workshops to see for themselves, the teaching strategies used in teaching phonics.

Throughout the school we recognise and value the importance of parents, particularly in reading where the partnership between schools and home is vital in developing keen, independent readers. Parents are also asked to support their children in practising and learning spellings which are usually given weekly.

## **MATHEMATICS**

Mathematics is essential to everyday life, crucial to science, technology and engineering, and necessary to manage personal finances and gain successful employment. At Wylde Green Primary School, we aim to teach children a secure and adaptable understanding of maths through teaching of fluency (the rapid and accurate recall and application of facts and concepts), reasoning and problem-solving.

Children in reception are taught maths every day and access maths activities through continuous provision. In years 1 to 6, children have a daily one hour Maths lesson. They are also given opportunities to practise key skills during start of day activities. Where children have gaps in their learning, they may also access additional Maths interventions.

At Wylde Green, we follow the White Rose Maths scheme of work, alongside 80% of English primary schools. This scheme adopts a 'mastery' approach to maths in which children develop a deep understanding of number and other concepts. Rather than advance onwards through material in a linear fashion, children are taught to broaden and deepen their understanding.

## **SCIENCE**

Science is an investigative process involving a variety of skills to answer questions about the physical, chemical and biological nature of the world around us. We aim that through their science work the children develop:

- Scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- Understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them;
- The scientific knowledge required to understand the uses and implications of science, today and for the future.

In general, most Science investigative work is carried out in groups giving each child an opportunity of both hands-on experience and a chance to express their own ideas. To develop our children's natural inquisitiveness every lesson is focused around a big question that the children have to discover the answer to.

## **COMPUTING**

Computing at Wylde Green is a real strength and focuses on children using and applying a variety of systems that handle electronic information. This will include computers, laptops, interactive whiteboards, iPads, programmable robots and various recording equipment.

As a school we provide children with quality internet access as part of their learning experience. Access is supervised and filtered using Classroom Cloud.

The children are positive in their attitude towards technology and soon develop an understanding of the potential of I.T. and enjoyment in its use. I.T. is used in all areas of the curriculum supporting and enriching the children's learning experiences. There are laptops and iPads for use in lessons, giving children more opportunities to develop their I.T. skills.

The school follows the *Switched on Computing version 3* scheme of work for computing.

## **PHYSICAL EDUCATION**

All children have the opportunity to engage in dance, gymnastics, games, athletics and outdoor adventurous activities during the academic year. The Physical Education strand changes each half term to include as many of the areas of the curriculum as possible. Children have swimming lessons in Years 3 and 5.

The school takes part in many sporting events across the year including football, cricket, multi-skills events and athletics with many more scheduled for the next academic year.

Children in Year 6 have the opportunity to go on a weekend residential course at Boreatton Park, a PGL facility. They participate in problem solving activities, team building exercises, and activities to develop their personal, social and moral education during their stay.

The school also provides many after school activity clubs, which can be led by class teachers or external coaches. These may be chargeable.

## **HISTORY, GEOGRAPHY, ART, DESIGN TECHNOLOGY, MUSIC, P.S.H.E. AND FOREIGN LANGUAGES**

In each of these subjects the National Curriculum is followed throughout the school. The teaching is structured in order to develop the children's powers of observation and description, recording what has been seen and what may happen. They are taught to recognise that people in different parts of the world rely upon each other and that past events help to shape the present. Children are taken on educational visits which enhance their knowledge and understanding of a particular subject.

We seek to foster an understanding and enjoyment of music through composing, appraising and performing. All pupils in Year 4 have learn an instrument.

All children take part in assemblies each term which can be based upon or involve any of these subjects including R.E., P.S.H.E. (Personal, Social, Health Education), R.E. and Citizenship themes.

French is taught by school staff. Our French subject leader leads assemblies in French each half term. Each year the teaching of language is progressive. There is also an opportunity for links to be made between French and subjects across the curriculum.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (P.S.H.E.) AND CITIZENSHIP**

Through our *Jigsaw* scheme of work PSHE, we aim to develop confident, healthy, independent and responsible members of the school and the wider community. In this way they develop a sense of self-esteem and self-worth. They are taught about the process of democracy and

experience this concept through the School Council. They learn about choice and consequences, rights and responsibilities

## RELATIONSHIPS & SEX EDUCATION

The children's relationship and sex education is based on statutory requirements. The cross-curricular nature of much of the work in the school (through science topics such as Change, Growth, Families etc.) presents many informal opportunities to provide knowledge of the facts concerning sexual reproduction in a non-specific way. Discussions and explanations are geared to the children's stage of development, being concerned not simply with basic facts but also encouraging a growing awareness of themselves, their place in society and relationships with others.

As they grow in maturity a wider range of issues will be brought to their attention. In Upper Primary sex education is much more specific using the 'Living Things' strand of the national curriculum as a starting point, appropriate topics such as menstruation, physical and emotional changes for both boys and girls, growth in the womb and birth are covered. In Year 6 Raise Education, a Sex Education specialist delivers the content to our Year 6 pupils.

Discussions are age appropriate. They are valuable in helping to prepare the children for the changes they will personally experience.

Parents are kept informed of progress and have the right to withdraw their child from sex education lessons. Parents are recognised in this area as the primary educators and the school's policy is designed to support you in this sensitive area of the curriculum.

## Organisation

Age		Stage
4-5	Reception	Early Years Foundation Stage
5-6	Year 1	Key Stage 1
6-7	Year 2	
7-8	Year 3	

8-9	Year 4	Key Stage 2
9-10	Year 5	
10-11	Year 6	

We are a two-form entry school with 420 children on roll. The school is oversubscribed every year for places within Reception and is full typically in all year groups with waiting lists across the school.

Care is taken to ensure classes are evenly mixed in terms of age, gender, ability, behaviour, attitudes, confidence and special educational needs as the children enter Reception. However, from time to time we mix children, as they progress through the school, to create more evenly balanced classes within a year group.

#### **TIMES OF THE SCHOOL DAY**

8.40 am	Children arrive on playground. Children are not permitted to use the Jungle Gym.
8:50 am	School Bell and all children can walk into class
8.55 am	Registers are taken in class and gates are closed
9.00 am – 11.45am	Morning Session – Reception
9.00 am - 12.00pm	Morning Session – KS1
9.00am - 12.30pm	Morning Session – KS2 – Year 3 – 6
12:45pm	Afternoon Session - Reception
12:55pm	Afternoon Session - KS1
1.25pm	Afternoon Session – KS2 – Year 3 – 6
3:25 pm	End of School Day for Reception and Key Stage 1
3:30 pm	End of School Day for Key Stage 2

# Behaviour and Rewards

## **BEHAVIOUR & RELATIONSHIPS POLICY**

We have high expectations for behaviour at our school. We all work together for excellent behaviour.

## **REWARDS**

Children thrive on encouragement and praise at Wylde Green. Children earn rewards in all lessons and at other times during school. Their names are celebrated on the 'Gold' and 'Platinum' part of the behaviour ladder.

Throughout the school year each child will receive a 'Super Star' award certificate. You will receive a text to invite you to attend your child's celebration assembly.

House Points are awarded for good work and behaviour. Points are collected towards a house total.

Each classroom has a clearly displayed behaviour ladder. All children start on the 'green' section of the ladder and those showing consistently good behaviour move to the 'gold' and 'platinum' level of the ladder during the day.

## **THE RESTORATIVE APPROACH**

Being 'Restorative' focuses on building positive relationships based on respect and fairness. This approach is based upon 'knowing the effect that I have on others'.

If children choose not to follow the school rules, the following consequences are applied:

**Step 1:** Child receives a warning from the class teacher and moves down the ladder to 'light yellow'.

**If behaviour does not improve ...**

**Step 2:** Child moves their name down the ladder to 'dark yellow'.

**If behaviour does not improve ...**

**Step 3:** The child is given a yellow card which means that they miss their next playtime. The class teacher will inform parents that a yellow card has been given for their behaviour.

At any point a child can move back up the ladder when they choose to change and correct their behaviour.

In the event of more serious behaviour, a red card will be issued. This would be given for fighting, damaging property or serious challenges to authority.

The teacher will inform and discuss with parents if a yellow or red card is issued.

**If behaviour does not improve ...**

**Step 4:** The class teacher keeps records of behaviour on the red and yellow cards. The Teacher meets with parents to gain parental support to address the issue.

## **If behaviour does not improve ...**

- Step 5:** The class teacher will Inform SENDCO and DHT of continued misbehaviour. The SENDCO / DHT will contact parents and arrange a further meeting
- Step 6:** An Individual Behaviour Plan may be required.

## **SENIOR LEARNING MENTOR.**

The Senior Learning Mentor's role is to work with our families and children on issues affecting them inside and outside of school e.g., health and housing problems. They work with the children on the playground during playtimes and lunchtimes. Children can take any behaviour/friendship/relationship issue to them and she supports them in finding a solution. Parents are always involved in on-going work that they undertake with the children.

## **BEHAVIOUR AT LUNCHTIME**

The school employs a full team of lunchtime supervisors. Simple rules apply at lunchtime including always walk inside school and always sit whilst eating.

Any issues regarding behaviour at lunchtime are reported to the class teacher who will make a decision regarding sanctions and consequences for pupils.

For serious or persistent breaches of the school Behaviour Policy, suspension or permanent exclusion will be considered by the headteacher and may be used as a sanction. Please understand that the headteacher will consider suspension or permanent exclusions for a one-off incident with no previous record of behaviour issues if the incident is considered to be sufficiently serious. Suspensions or permanent exclusions are given in accordance with the Local Authority's guidelines.

## **PASTORAL CARE:**

It is the class teacher who will get to know your child best of all. Often, we find that difficulties can be solved by a quick conversation and therefore we encourage you to come into school and share any issues with us that we need to know. You will, of course, understand that for a longer talk with the teacher you will need to make an appointment.

## **ANTI-BULLYING POLICY**

A common definition of bullying is 'any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long time'. However, a clear definition is not as simple as this.

A definition of bullying is very difficult to finalise because we have had cases of children continually upsetting another child although it was not deliberate, but it kept on happening over and over. The child is often trying to be friendly, but the other child feels they are being bullied into a friendship they do not want.

It is important to bear in mind that (especially with younger children) a child can be made to feel 'very unhappy or uncomfortable' by the behaviour of others but there may be no intent to cause this effect.

The term 'bullying' is clearly very emotive. At Wylde Green we are not so much interested in what label we put on behaviour but in working with you to change the inappropriate behaviour.

If a child is unhappy in school, we will work hard with all parties to change this.

A genuine case of bullying in school will immediately involve a member of the senior leadership team.

You will be consulted at an early stage as appropriate and a plan to improve the behaviour of those involved will be agreed as necessary.

We work together with you to facilitate a lasting change in behaviour. We monitor the situation in school, and we ask you to monitor at home so that we can ensure that the poor behaviour improves.

There may be an occasion when you may know of a bullying issue that we are not aware of. Please do not hesitate to inform us of such an issue.

### **SCHOOL RESTRAINT POLICY**

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations

## **Inclusion and Equality**

### **EQUALITY**

At Wylde Green Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socioeconomic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper including: -

Girls and boys

- All minority ethnic groups
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children who are looked after and their carers

The achievement of pupils is monitored by race, gender and disability and we use this data to support pupils and raise standards.

### **SAFEGUARDING**

Wylde Green Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure.

The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a supportive response.

In recognising our responsibilities for safeguarding and child protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff including (volunteers) who have unsupervised access to children, have been checked for their suitability through the DBS procedure.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her child protection plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

If you would like to know more about our policies or procedures for safeguarding, please speak to our Designated Safeguarding Lead, Mr Hamilton-Martin, deputy headteacher. Alternatively, you can speak to the headteacher or Mrs Jennings (SEND/CO), who are part of the safeguarding team. Please see our safeguarding policy available on the website or via the school office for further details.

## Other Information

### **ABSENCES**

Regular attendance is central to raising standards in education and to ensuring all pupils fulfil and achieve their academic and social potential. Missing out on lessons leads to children falling behind. Children with poor attendance tend to achieve less well in both primary and secondary school. The Government issued guidance in June 2013, including taking family holidays during term time. The current law does not give entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the headteacher must be satisfied that the circumstances warrant the granting of leave. The School's Attendance Policy is available to download on our school website.

If your child is absent for any reason, please inform the school office by telephone on each day of the absence. In most cases these absences will be coded as authorised (there are some exceptions). Any unexplained absences will be coded as unauthorised. Where attendance is a concern, school may work with outside agencies to support us in dealing with this.

To encourage high levels of attendance, certificates are awarded at the end of the Autumn, Spring and Summer terms for 100% attendance. Certificates are awarded to children who achieve 100% attendance over the school year.

### **BETHANY FOODBANK**

We are proud to work in collaboration with a local foodbank, which supports local families who rely on this charity to support them. School not only arranges monthly collections; it also is able to provide tokens for families requiring access to this valuable resource. More details can be provided via our Learning Mentors.

## **BUMPS ON THE HEAD**

You will be informed of any medical matter beyond the minor e.g.: if your child bumps his/her head you will receive a note informing you. If your child has a headache or feels dizzy following a bump on the head, you will be contacted by telephone.

## **CHILDREN'S MANAGEMENT TEAM**

The children's management team is headed up by our two Head Boys and Head Girls, who were elected by the staff for being such positive role models to their peers.

Children also get other opportunities to become involved in the running of the school, for example as School Council representatives, Class Ambassadors or Eco- club warriors. Year 6 have the opportunity to become play leaders, reception monitors, music monitors and photographers.

## **COLLECTION OF AND DROPPING OFF CHILDREN FROM SCHOOL**

We expect all children up to Year 5 to be brought to school and collected by a responsible adult. Please ensure all persons on your contact list have been introduced to the class teacher and notify school as soon as possible if you arrange for someone else to collect your child.

Year 6 children are allowed to arrive and leave the school site independently, once the class teacher has been notified in writing.

We know there are always times when parents/carers are running late, however it is unacceptable for children to be frequently left at school beyond 3.30 pm. This can be distressing for children and it is inappropriate for school staff to be responsible for children, other than in exceptional circumstances. The Governing Body will if necessary, levy a penalty to parents who are consistently late in collecting their child (ren) from school.

## **CONCERNS & COMPLAINTS**

Any complaints about school matters should first be discussed with class teachers. If the matter remains unresolved after discussing with the class teacher, the assistant headteacher or deputy headteacher will become involved. In line with our Child Protection policy, any allegations regarding staffing should be brought to the attention of the headteacher. The school has adopted the Local Authority complaints procedure. This is available upon request from the school office or is on the school website under the policies section.

## **EMERGENCY CONTACT INFORMATION**

Please ensure that your contact details are correct, and that the school is told about any health matters, especially allergies relating to your child. Where possible we require at least three different sets of contact details. **It is imperative that you keep us up to date with any change in phone or mobile numbers**

## **FIRST AID**

Basic first aid is given at school, when necessary, by qualified First Aiders. If an accident needs hospital attention, we will make every effort to contact parents. We ask parents to ensure all contact details are kept up to date so that we can contact you in an emergency.

## **FREE SCHOOL MEALS**

Did you know that just by registering your child for free school meals Wylde Green Primary will receive extra money?

Pupil premium is money that is given to schools to help close the attainment gap between different groups of pupils (for more detailed information, see our section on Pupil Premium). The vast majority of pupil premium funding is allocated to schools for each child who is registered for free school meals. Since April 2012 this has included any child who has been registered for FSM at any time in the last 6 years. An additional sum of money is also paid for any pupils who are 'looked after' or whose parents are in the armed forces.

We are keen for everyone who is eligible to register for free school meals to do so. If you are registered, you may also get help with the cost of other activities such as educational visits as well as saving over £350 a year on dinners. Even if you do not want your child to have a free meal, as long as you qualify and are registered, we still get the funding for school.

You are likely to be eligible if you are in receipt of one of the following benefits:

- Income Support
- Income Related Employment and Support Allowance
- Income Based Job Seekers Allowance
- Guaranteed Element of State Pension Credit
- Support under part VI of The Immigration and Asylum Act 1999
- Working Tax Credit 'run-on' - the payment made for a further 4 weeks after someone stops qualifying for Working Tax Credit
- Child Tax Credit
- Universal Credit

If you think that you may qualify, please contact the school office who will be able to advise you and give you the relevant forms to complete. It would be helpful if the forms could be completed before your child starts school.

## **HAIRSTYLES**

We ask that parents do not send their child with coloured or dyed hair or any extreme hairstyles such as shaved patterns or lines etc. Children with hair longer than shoulder length should have it tied back.

## **HOMEWORK**

Homework can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

The school has a Homework Policy that was developed through consultation with parents, pupils, staff and governors.

Key points of policy:

- Homework tasks will be manageable, and we hope that they will give an opportunity for dialogue between you and your child about their work in school.
- You are requested to provide a suitable quiet area for your child to complete their work if possible.
- Our school ethos is based on positive encouragement and we hope that you will feel able to join us in encouraging the children to develop the discipline of regular homework.
- We aim to make the transition from Year 6 to Secondary School as seamless as possible and getting the children used to regular homework is a part of this process.
- It is our policy not to set homework for children who are on holiday during term time.

### **“POWer Projects” Homework.**

In support of the exciting curriculum, we have ‘POWer Projects’ homework. Here is a simple overview of how it works...

Each half term children will receive a POW task sheet highlighting different activities they are able to select and complete during the half term. These POW projects are directly linked to the work undertaken in our class topics and allow for further research and extension of skills to take place at home. There is a good variety of tasks to choose from and we have carefully ensured tasks appeal to all learners - so we have included research tasks, mathematical/ geographical tasks, creative tasks and exploratory tasks too.

As the children complete a task, they achieve points. These points all contribute to an overall score at the end of the half term. Children’s work is celebrated weekly in class and also in our superb “Fabulous Finale” celebrations at the end of a half term.

Further information on the POW homework system is available on the school website and will be shared with parents through our year group welcome packs- which can also be found on our website. You are of course welcome to talk to your child’s class teacher at any point throughout the school year for further clarification.

### **English & Maths homework**

In addition to the POW homework, specific year groups will be set activities/ tasks related to the appropriate learning stage of that class. This may be: Times Tables challenges; phonics in KS1; formal spellings in KS2; and reading comprehension activities. This is again shared with parents through our ‘Welcome to the Year Group’ document and is available on our website.

### **Mathletics/ Times Tables Rockstars**

School has invested heavily in these interactive software packages that allow your child to undertake challenging and fun numeracy and literacy activities at home.

Tasks are set by teachers at school and children access these at home online. If access to a computer or the internet is difficult, please let us know as we ensure opportunities for all children to access these resources are provided at school.

Children are issued with log-in details. If these are mislaid, we can easily reissue these for you.

We strongly urge you to make the most of these fantastic resources as a way of reinforcing Maths and English skills.

### **A final word on homework ...**

In addition to all of the above, of course we encourage you to hear your child read as often as possible – preferably daily in Reception and Key Stage 1.

Furthermore, our website has further details of homework within specific year groups and you are more than welcome to contact the appropriate class teacher for further advice.

Finally, we are here to help and work with you. We value your input in your child’s education and know it is a two-way partnership. So, if you have any queries or concerns, please do not hesitate to contact us.

## HOUSE TEAMS

The House team names are: **Oak, Hawthorn, Sycamore and Oak.**

In Reception each child is allocated a house team, siblings are in the same house. Children earn house points and the winning team are awarded a trophy each week. House Teams compete against one another in our annual sports day activities. There are also house competitions throughout the year e.g. spelling bee, basketball shoot-outs and team games.

## HOW DO WE ASSESS CHILDREN THROUGHOUT THE SCHOOL?

Each child is assessed in reading, writing and maths at least three times each year. This gives us information relating to the National Curriculum level that your child is working at in these areas. Details of these assessment results can be shared with you at parents' evenings.

The progress of your child is 'tracked', through SONAR Tracker, to ensure they are making the progress which we would expect. If a child is not making the expected progress for any reason, we may put in place intervention strategies to ensure that your child has the best opportunities to reach her/his potential. This might involve some extra teaching time or discussing ways in which you can assist with homework etc.

It is quite usual for children to move in and out of target groups during a year to support their progress. However, we will inform parents that their child is being targeted.

## INTERNET SAFETY

In school, children are not allowed onto the internet without adult supervision. What is important though is that children know what to do if they access something that is inappropriate online and we teach them of the steps to take. Sadly, we have experienced reports of internet bullying – child to child, taking place outside school, which is then brought into school. This has usually occurred using internet chat sites including Facebook and Snapchat. We are also aware that some children have to access computer games e.g. Grand Theft Auto and Call of Duty which are certificate 18+ and 15+ respectfully. This means they are subjected to adult themes inappropriate for their age group. Please be responsible when deciding what your child is permitted to access on their gaming devices.

**May we respectfully advise you that children should not be on the internet unsupervised at home. Computers in bedrooms and the use of wireless connections on laptops are, in our experience, the root cause of children accessing inappropriate websites and connecting inappropriately on chat site. We also remind you that children should be 13 to have a Facebook account and 16 to have a WhatsApp account.**

## JEWELLERY

We do not permit children to wear jewellery in school, apart from watches, stud earrings and any religious jewellery as discussed with the headteacher.

Earrings are always a problem in schools. *The preferred option is that children do not wear earrings at all in school.* If you feel that it is essential, as your child has pierced ears that they continue to wear earrings then only plain studs are suitable.

Please realise that there have been occasions in schools where injuries have occurred because studs have been worn in P.E. lessons. If earrings cannot be removed by the child, they will need to be taped over by the child.

It is unreasonable to expect teachers to supervise children taking studs in and out of ears for P.E. lessons and hence the preferred option is for earrings to be left at home.

The school cannot take responsibility for any loss or damage to earrings or injury due to earrings.

### **USE OF THE COMPUTER AT HOME AND THE SCHOOL WEBSITE**

The computers in school are an integral part of our work with your child. The school website has a wealth of information for parents including curriculum overviews and expectations for each year group across the full range of subjects. It also contains links to other useful websites you may wish to use in order to support your child at home.

### **LOST PROPERTY**

Naming all items reduces the risk! Any items of lost property are put in 'Lost Property Boxes'. If your child has lost something, then please check these. We do keep lost property for a reasonable period of time; but it is often difficult to identify items that are not named. All named items will be returned to your child, unnamed items will be stored and sold at the end of each half term.

### **LATENESS**

When a child is late, they are often embarrassed to walk into the lesson late and disturb the class and the teacher. The child cannot usually understand the lesson as they have missed the introduction. It is so important that your child is in our playground at 8.50 am when they are allowed to enter school. This means they are already in school at 8.55am for the official start of the school day. If your child arrives later than 9.05a.m they will receive a 'L' mark to indicate they were late. Anyone arriving after 9.30a.m will receive a 'U' mark which will contribute towards any unauthorised leave.

### **LOST, STOLEN OR DAMAGED PROPERTY:**

It is not appropriate for children to bring into school any valuable items. We will not take any responsibility for valuable items being brought into school. Parents are strongly advised not to allow their children to bring expensive items, e.g. watches, rings and earrings, to school. Whilst every effort is taken to ensure that our children are taught to be respectful towards the belongings of other people, occasions may regrettably arise when items are damaged or lost and not found. At such times, the school cannot be held responsible for the damaged or missing items including missing clothes or lunchboxes.

### **MEDICINES**

Medicines that have been prescribed by a doctor can be administered in school **if more than 3 doses a day have been prescribed**. Also, in special circumstances we can administer medication if the doctor specifies that a medicine should be given at a certain time during the school day.

Parents will be asked to complete a written request for the school to administer medication.

It is the parent's responsibility to collect the medicine at the end of the school day. It is not possible to administer Calpol or hayfever medicines, unless there are exceptional circumstances.

These medicines must be in the original bottle/packaging in which prescribed, clearly labelled with the: • Pupil's name

- Contents
- Dosage
- Date

Medicines in school are kept in a locked cupboard or in a refrigerator, away from the pupils. A record is kept of all medicines administered.

Asthma inhalers are prescribed medication and parents are asked to complete a form on their child's entry into school.

Inhalers (Blue Relievers) are kept in a safe and readily accessible place within the classroom. Inhalers will be taken to sporting events/school trips and used prior to or during exercise if an episode of asthma occurs.

Parents are encouraged to provide the school with full information about their child's medical needs so that staff can exercise appropriate levels of care.

### **MOBILE PHONES:**

We do not allow children up to year 5 to bring their mobiles in school and they must never be used during the school day. When children enter year 6, we **permit those walking** to or from school, to bring their mobile to school. This is so that they can contact parents etc if need be and so both they and parents feel they are safer! The phones are to be kept in the children's lockers and they **must be switched off** during the school day and **must not be used during the hours of 8.50am and 3.30pm**. Children will be responsible for their own mobile. Please can parents needing to contact their child during the school day, do so via the office as normal.

### **MOBILE PHONE POLICY, PHOTOGRAPHS AND VIDEOING IN SCHOOL**

When entering the school building, we ask that mobile phones are switched off by visitors. We are happy for you to photograph and take videos of your own child during events in school but ask that these are for your own personal use and not put on social network sites.

We regularly photograph our children to celebrate their successes and experiences both in and out of school. These may then appear around our school, on our newsletters or on our website. Should you wish your child NOT to be photographed please ensure you have completed the form sent out from school in September.

### **MONEY**

We are a cashless school, meaning we do not accept cash/cheques as payments for trips or incidentals. All payments can now be made via the ParentPay platform, activation letters are sent to new parents on admission.

### **ECO CLUB**

The eco-club is led by a member of staff. The intention of the club is to set out goals to promote environmentally friendly policies within school. For example, thinking of ways to encourage more pupils to walk to school. The club meet at least twice each half term with representatives from Year 1 upwards.

### **OUT OF SCHOOL ACTIVITIES (CLUBS)**

There are a wide range of fee-paying clubs throughout the year. We usually run the clubs in half termly blocks so that we can regularly change them to maintain the children's interest.

We also provide sports clubs on a daily basis, led by our Sports Instructor Mr Summers, these operate on a rota system.

### **PARENT VOLUNTEERS**

We welcome parents to work alongside the staff in school and such involvement is invaluable for all concerned. There is an open invitation for parents to let us know when they can come and how they can help.

All volunteers working in school are required to have an enhanced Disclosure & Barring Service check (formerly CRB)

### **PARENT WORKSHOPS**

Each year you will be invited to workshops to work alongside your child. The first will be Phonics for Reception in the autumn term. Other year groups have workshops based on English or Maths each year. We are working to support you in helping your child's learning. The workshops are designed to assist you to see how we teach in school so that you can support your child with their work at home by using similar approaches.

These workshops are a part of our ethos at Wylde Green and we are expecting that you or another relative will be able to attend. The sessions build up year on year so that you will be equipped to support your child in each year group as they move through the school.

### **P.E. CLOTHING POLICY**

The following is intended to ensure hygiene, practicality and, most importantly, safety during P.E. lessons. Through the policy we hope to educate children so that not only do they understand the reasons for particular rules about P.E. kit, but they also learn to prepare themselves appropriately for all lessons in readiness for sport at secondary school and in adult life.

P.E. kit should be brought to school for each P.E. lesson or left at school for the whole week (see '*Pump Bags*' below).

**Infants** For all lessons, children are required to wear a red 'T' shirt, P.E. shorts and pumps, (training shoes should only be worn for outside activities and are optional). A spare jumper, sweatshirt, leggings or tracksuit can be worn outside in cold weather and spare socks if girls wear tights.

**Juniors** (Indoor) Pumps (not training shoes), a red 'T' shirt, P.E. shorts (not a skirt) for gymnastics and, if necessary, a spare pair of socks.

(Outdoor) Pumps or trainers (necessary if wet), change of socks (not tights), red 'T' shirt and P.E. shorts or games skirt. A spare jumper, sweatshirt, leggings or tracksuit can be worn outside in cold weather.

**Swimming** Boys - Trunks (not long shorts) and towel  
Girls - One-piece swimsuit and towel  
Long hair should be tied back, or a swimming cap worn.  
Goggles are optional.

## **PUMP BAGS**

Pump bags should contain a pair of pumps, shorts, a red 'T' shirt and a painting smock/old shirt.

Space is very limited in school so children should not bring their kit in large sports bags.

**Please label every item of clothing with your child's name TESTING**

Year 6 sit their SATs (Standard Attainment Tests) in May each year.

In addition, all children in Year 1, 2,3, 4 and 5 complete non statutory tests at the end of each term.

These tests help us to see exactly what progress each child has made during the year by using a standardised test. The results of these, alongside the teacher assessment, enable us to focus teaching for the following year to address gaps in learning.

Year 1 children undertake a Phonics Screening Test in June. Year 4 children undertake a Times Table check in June.

## **RETURNING TO SCHOOL AFTER ILLNESS**

Children returning to school after illness should clearly be fit to do so and free from infection. Children should be fit to participate in all school activities, including games and playtime. Injury and asthma are of course exceptions. If in doubt, the school is happy to offer advice.

## **SAFETY**

Please ensure you only enter school via the main entrance, where we can safely control the adults in school via the door entry system. Parents and carers must not enter via the playground or infant classrooms, unless invited by a member of staff.

## **SCHOOL COUNCIL**

Each September, representatives of the School Council are elected in each of the Key Stage 2 classes. The group meets half termly and inputs into many areas of school life, including school lunches, provision of games at break times and any other issues they wish to raise.

## **SCHOOL HEALTHY EATING POLICY**

Early Years and Key Stage One children receive a free piece of fruit (apple, pear, banana or orange) each day.

We expect all junior children to bring in Healthy Snacks for eating at break times. A piece of fruit is ideal. Crisps, chocolate bars etc. are not suitable.

I am sure you will agree that it would be inconsistent for us to put such emphasis on Healthy Menus for school lunches and then allow the children to bring in unhealthy food to eat at break times or for birthday treats. Children are not permitted to bring in cakes or sweets for their classmates for birthdays.

All children are actively encouraged to bring a bottle of plain still water to school every day for drinking in the classroom. Flavoured water, fizzy drinks or squash are not allowed in the classroom.

Should this approach cause any difficulty for you, please do not hesitate to contact us so that we can discuss any specific points.

## **SCHOOL MEALS**

In January 2018 we transferred to a company called Dolce for our school meal provider. It is a family business with a genuine interest in the welfare of children. Their belief is that children should be given a freshly prepared, filling and nutritious lunch using locally sourced ingredients.

Children in Key Stage 1 receive free school meals under the **Universal Infant Free School Meals**. In September 2014 the government introduced a new initiative to all schools in England; Universal Free School Meals (UFSM). This initiative enables all children in Reception, Year 1 and Year 2 to receive a free school meal every day. The initiative does not apply to children in KS2 (Years 3-6) however, you may be eligible for 'traditional' Free School Meals (FSM) - please see the information below.

For children in Key Stage 2, who are not eligible for free school meals, a two-course lunch currently costs £2.60 (£13.00 per week). Payment for school meals can be made by monthly direct debit or online, via the 'Live Kitchen' platform.

'LiveKitchen' offers fantastic flexibility for parents.

- Direct Debit means no hassle finding correct cash
- You can pre-order online from home for up to a term in one go
- You can easily track your account online
- Monthly direct statements show you what your child ate
- You can view all recipes online, including cooking method, nutrition and artificial ingredients
- Your children get the dish they want, every day
- Cooks can be shown dietary notes when serving your child
- Your child will have less queuing at lunchtime

Please note, where payment for school meals has not been received, we are unable to allow dinner money debts to accumulate above 5+ days and therefore expect that parents owing more than this to provide a packed lunch.

## **SCHOOL UNIFORM**

The basic colours are navy and red and we recommend the following:

Polo Shirt	Red (Reception & KS1)
V neck Sweatshirt/Jumper	Navy
Shirt (long or short sleeved)	White (KS2)
School tie	Red/Navy (KS2)
Cardigan	Navy
Trousers	Grey
Skirt/Pinafore	Navy
Socks	Red, Grey or White
Tights	Red or Navy
Dress	Blue or Red Gingham
Shorts	Grey
Hijab/Patka	Red, Navy, Black or White
Tank Top (Sleeveless Jumper)	Navy

Girls may wear navy or grey trousers in winter, but jeans are not allowed. Fleeces are for outdoor wear please.

Shoes should be black and sensible. Trainers and fashion shoes are not allowed.

Uniform with the school logo may be purchased from Mapac online or Clive Mark School Wear – Boldmere. Uniform without a logo can be purchased from any uniform provider. Please LABEL every item with your child's name.

Ties can be purchased from school or Clive Mark.

### **ALLERGIES**

It is important that the school are kept informed of any allergies your children may have. As we have a number of children with serious nut allergies, we operate as a nut free school. As a result, we request that you do not send any nuts in with your children.

### **SUN PROTECTION**

During warm summer months, all children should have a named sun hat in school which they will be encouraged to wear when playing outside.

Applying large numbers of children with sunscreen would be difficult for school staff, so we ask that you apply a long-lasting sunscreen before school in sunny weather. If your child has a medical condition that requires this during the school day, please contact us

### **TRANSPORT**

The greatest threat to children's safety is congestion and poor parking in the vicinity of the school. We would ask all car drivers to be constantly vigilant near the school site. Please park considerately and obey road markings. They are there to safeguard your children.

We encourage children to walk to school wherever possible; it is good for the environment and promotes good health.

Can we also ask that you are good role models to your children and park safely and considerately around the school, especially near our neighbours' properties.

### **WATER**

All children are asked to bring water into school daily, in a spill-proof plastic bottle that they can take home at night to rinse and refill. Please ensure your child's bottle is labelled.

### **WYLDE CATS BEFORE AND AFTER SCHOOL CLUB**

Wylde Cats operates a wraparound service during school term time, offering up to 104 places per session. At present there are over 180 members using the club, supervised by a team of 14 staff. Opening times are 7.25am – 8.55am and 3.30pm – 6.00pm. If you would like further details and current fee charges, please contact Mrs Felton or Mrs Hopkins by email [wyldecats@btconnect.com](mailto:wyldecats@btconnect.com) or by telephone 07484 529 901 / 07939 217 449.

# Parents/ Carers Code of Conduct

At Wylde Green Primary School we are very fortunate to have supportive and friendly parents. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. We welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of Parents/ Carers Code of Conduct is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

## Guidance

**As well as following the guidance set out in our Home-School Agreement, we expect parents, carers and visitors to:**

- Respect the caring ethos of our school.
- Understand that both teachers and parents/carers need to work together for the benefit of children.
- Demonstrate that **all** members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue. □ Correct own child's behaviour especially in public where it could otherwise lead to aggressive or unsafe behaviour.
- Approach the school to help resolve any issues of concern.

**In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:**

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including sporting events.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do actual bodily harm to a member of school staff, governor, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff at the school on Facebook or other social sites. (See Appendix 1). Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, the headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.
- The use of physical aggression towards another adult or child.
- Smoking and consumption of alcohol or other drugs whilst on school property.

- Dogs being brought on to school premises.

Should any of the above behaviour occur on school premises, the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

Appendix 1

### **Inappropriate use of Social Network Sites**

Social media websites are being used increasingly to fuel campaigns and complaints against schools, headteachers, school staff, and in some cases other parents/ carers/pupils. The Governors of Wylde Green Primary consider the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, senior leaders or the chair of governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child being educated at Wylde Green School is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

**We would expect that parents would make all persons responsible for collecting children aware of this policy.**

## **Partnership**

We welcome parents and carers into Wylde Green Primary School. There are many opportunities for parents to become involved in the life of the school. Parents' support and expertise can be used in many ways and is greatly valued. DBS checks are carried out on all adults working in school.

If you are able to help, please talk to your child's teacher or school office.

**COMMUNICATION WITH PARENTS**

**PARENT TEACHER AND FRIENDS ASSOCIATION  
(PTFA)**

We communicate with parents and carers in various ways, such as email, newsletter, questionnaires, workshops, group text and school events. Parents are invited to attend assemblies on a weekly basis, and to Parents' Evenings each term. Annually we invite parents to our Sports Day as well as children's performances.

The School's website has a wealth of information, please do make sure you spend time getting to know more about the school by visiting:

[www.wyldegrn.bham.sch.uk](http://www.wyldegrn.bham.sch.uk)

The main aim of the PTFA is to organise fundraising events throughout the school

### **Governors**

Wylde Green Primary School is very lucky to have a committed group of governors who work in partnership with the school, working closely with the headteacher, and are jointly responsible for setting the strategic direction of the school.

The Governing Body of the school is made up of people from a variety of backgrounds. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents and staff, the Local Authority and the local community. Meetings are held at least once each term, these are either full governing body or committee meetings.

Governors are involved in policy development and have responsibility for raising school standards through their three key roles of setting strategic direction, ensuring accountability and acting as a critical friend.

The current chair of governors is Dr E Coyne-Umfreville. Our Vice Chair is Mr Paul Carter. Further details of our governors can be found on our website [www.wyldegrn.bham.sch.uk](http://www.wyldegrn.bham.sch.uk)

If you are interested in becoming a school governor, please look out for vacancies which will be displayed on the school newsletter and website.

year. Money raised contributes towards 'extras' for the children. Joining the PTFA is a great way for parents to be involved in the life of the school and provides another dimension to being a Wylde Green Primary School parent.

Events include discos, penny drives, movie nights, and sponsored events.s.

Willing volunteers, for any amount of support, will be warmly welcomed, for further information please email [secretary@wyldegrnpta.sch.uk](mailto:secretary@wyldegrnpta.sch.uk)

## **TERM AND HOLIDAY DATES**

### **School Year 2025 to 2026**

#### **Autumn Term 2025**

Term starts: Monday 1 September 2025

Half-term: Monday 27 October 2025 to Friday 31 October 2025

Term ends: Friday 19 December 2025

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#### **Spring Term 2026**

Term starts: Monday 5 January 2026

Half-term: Monday 16 February 2026 to Friday 20 February 2026

Term ends: Friday 27 March 2026

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#### **Summer Term 2026**

Term starts: Monday 13 April 2026

Half-term: Monday 25 May 2026 to Friday 29 May 2026 Term

ends: Monday 20 July 2026