



**SCARTHO**  
**JUNIOR ACADEMY**

Edge Avenue • Grimsby • DN33 2DH

Tel 01472 879524

Email [office@scarthojunior.co.uk](mailto:office@scarthojunior.co.uk)

Email [head@scarthojunior.co.uk](mailto:head@scarthojunior.co.uk)

[www.scarthojunior.co.uk](http://www.scarthojunior.co.uk)

**Principal Neville Rice**

June 2024

Dear Parents and Carers

One of the greatest pleasures of being the Principal at Scartho Junior Academy is seeing how each and every child grows during their four year journey at our school. Whilst their academic development is of the utmost importance, it is their development as great learners and great young people that are the most important aspects that we want to develop with every child.

In order to support this development, the relationships that we develop with each and every child are vital. We want to ensure that we develop every child's self-confidence and the belief that they can achieve anything that they set their minds to.

We are incredibly proud of the learning that we offer every single child in our school. Through our 'REAL Projects' approach, we offer learning environments that are aimed at stimulating and motivating children and focus on 'Developing a Lifelong Love of Learning'.

We have an amazing team of people at Scartho Junior Academy. The whole school, staff and trustees, are passionate about learning, hard-working, highly skilled, dedicated, enthusiastic and have the interests of every child at the heart of everything that they do. However, we would not be able to achieve all of this without the support of parents/carers and the great attitudes that our children have to their learning.

I firmly believe that when we have all these different members of our school working collaboratively together, it is this that leads to a place where great learning takes place.

Mr N Rice  
Principal

# Team SJA

## *Our Values*

### TOGETHER, KIND, EVOLVING

The culture that we have developed at Scartho Junior Academy is at the heart of everything we do.

As a school, together with our board of trustees, we have worked over the last few years on 'distilling' our values to three words. After a lot of discussion, the above three words are our core values – ***Together, Kind, Evolving***.

These values underpin our culture and how we approach everything that we do. These three aspirational values are what every individual aspires to at SJA.

## *Our Mission Statement*

### DEVELOPING A LIFELONG LOVE OF LEARNING

At Scartho Junior Academy we want all of our learners in the school community to feel safe so that they can grow and prosper.

We aim to inspire them to develop a lifelong love of learning in order to aspire to future successes. In a similar way to developing our values, the school, together with our board of trustees, have then looked at our mission statement.

In its essence, our mission statement is a concise, but well thought out, summary that encapsulates our main goal for all those children that attend Scartho Junior Academy.

## *Our Vision*

As part of our external review of our board of trustees, we have reviewed the vision for our single academy trust. Having a clarity of vision is one of the three core values of a trust. This is an aspirational vision and explicitly states what our school will work towards over the next four years. In essence, it's a concise expression of what the school will be like in four years and what the children, who will be leaving in four years, will have learnt.

### TOGETHER WE WILL:

**Empower** each other to grow and develop through a continual pursuit of improvement

**Connect** with ourselves, our school community and the world around us through mutually supportive partnerships

**Celebrate** and value one another's differences, challenging the stereotypes of the wider world through kinder eyes.

**Enrich** the lives of our school community, inspiring them to aim for greater things in their futures.

**Achieve** the highest standards so that every individual pupil can succeed, through ever-evolving aspirations and resilience

## DEVELOPING A LIFELONG LOVE OF LEARNING

## Our Approach to Learning and our Curriculum

At SJA, our curriculum is standards-based and sequential, a series of planned learning experiences, which evoke the passion, interest and engagement of all learners. Taking learners on a journey, it enhances and furthers children's knowledge of the past, present and future world in which we live. Our curriculum is intrinsically linked so that learners see/value the connections that take place in all areas studied and are able to achieve proficiency in content and applied learning skills. Adapting to all, our curriculum evolves to meet the needs of the children by ensuring it is relevant and accessible to all, providing them with the opportunity to shine. The desired impact of our curriculum is to successfully transfer knowledge, skills and learning attitudes to enable success and positive contributions to our community.

### Our Curriculum Intent

*At Team SJA our brains are strong  
They grow and grow if we get things wrong*

*With our friends we like to learn  
It's important to know to wait your turn*

*With curious eyes and listening ears  
To face new challenges we have no fears*

*Our six learning skills are really key  
They help create the best version of me.*

*Sometimes we follow, sometimes we're leaders  
We're mathematicians and avid readers*

*Learning outside is something we adore  
Our projects help us to learn so much more*

*We all have adults that we can trust  
Morning mood colouring is a must*

*Respecting others makes our school supreme  
We're all unique but part of the team*

*One last thing we'd like to say:  
We're proud to come to SJA*

At Team SJA, we are committed to 'Developing a Lifelong Love of Learning', where everyone (adults and children alike) is encouraged to reach their potential. When our children leave us in Y6,



we want them to be great learners, respectful and kind, knowledgeable about the world around them, and have empathy and understanding of others.

As you walk around Team SJA, you will see learners who are passionate, will see children and adults who are happy to learn from their mistakes, and you will experience authentic REAL projects that are relevant to the world around us.

As part of our curriculum provision, we have a carefully planned and sequenced learning journey. This enables our children to acquire curriculum knowledge and curriculum/learning skills.

## DEVELOPING A LIFELONG LOVE OF LEARNING

## Four Year Subject Topic Overview (Schema)

| Subjects  | Year 3                                                                                                                                                                                                                 | Year 4                                                                                                                                                                                                                                         | Year 5                                                                                                                                                                                                                                                          | Year 6                                                                                                                                                                                                                              |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Science   | Plants<br>Light<br>Forces - magnets<br>Rocks/Material<br>Skeletons & Muscles<br>Animals and humans                                                                                                                     | Electricity - simple circuits<br>Sound<br>Forces - Friction/Levers & Pulleys<br>States of Matter & Water Cycle<br>Living things and habitats<br>Animals and humans                                                                             | Forces - Earth and Space<br>Materials - properties and changes<br>Living things and habitats<br>Life Cycles of Animals & Plants<br>Animals Reproduction                                                                                                         | Light<br>Electricity - more complex circuits<br>Evolution and Inheritance<br>Living things and habitats<br>Animals and humans - Growth and Reproduction                                                                             |
| Art       | Drawing<br>Colour<br>Sculpture, Texture, Form<br>Photography<br>Art History<br>Printing and Patterns                                                                                                                   | Drawing<br>Colour<br>Sculpture, Texture, Form<br>Photography<br>Art History<br>Printing and Patterns                                                                                                                                           | Drawing<br>Colour<br>Sculpture, Texture, Form<br>Photography<br>Art History<br>Printing and Patterns                                                                                                                                                            | Drawing<br>Colour<br>Sculpture, Texture, Form<br>Photography<br>Art History<br>Printing and Patterns                                                                                                                                |
| History   | Ancient Rome and Roman Britain<br>Stone Age to Iron Age<br>Anglo Saxons, Vikings and Norman Conquest                                                                                                                   | Tudors<br>Victorians and Industrial Revolution (Local Study)<br>Local History Study                                                                                                                                                            | World War II<br>Civil Rights and Human Rights Icons<br>Early Islamic Civilisations                                                                                                                                                                              | Ancient Egyptians<br>The Ancient Civilisations of Sumer, the Indus Valley and Shang Dynasty China<br>Kingdom of Benin<br>Ancient Greece                                                                                             |
| Geography | Settlements<br>Volcanoes<br>Climate and Weather<br>Geography's Influences on Conflicts                                                                                                                                 | Changes to Grimsby and the UK - city comparisons<br>Rivers and Waterways of the UK<br>Tectonic plates, Earthquakes                                                                                                                             | Making the world a better place<br>Rainforest/<br>Climate Change,<br>Energy Sources and Pollution<br>Geography's Influences on Conflicts<br>Fair Trade                                                                                                          | Human Impact Overtime<br>Geography's Influences on Conflicts<br>Adaptation - The North and South Pole<br>Our Interconnected World: A Three way study of the UK, a European country and a non-European country                       |
| RE        | <b>Compulsory Units</b><br>Theology - Believing - God - Christianity<br>Theology - Believing - God - Hinduism<br>Theology - Believing - God - Islam<br><b>Additional Unit</b><br>Philosophy - Thinking - Big Questions | <b>Compulsory Units</b><br>Social Science - Living - Community - Christianity<br>Social Science - Living - Community - Hinduism<br>Social Science - Living - Community - Islam<br><b>Additional Unit</b><br>Philosophy - Thinking - Pilgrimage | <b>Compulsory Units</b><br>Theology - Believing - Being Human - Christianity<br>Theology - Believing - Being Human - Hinduism<br>Theology - Believing - Being Human - Islam<br><b>Additional Unit</b><br>Philosophy - Thinking - Expressing Belief through Arts | <b>Compulsory Units</b><br>Social Science - Living - Life Journey - Christianity<br>Social Science - Living - Life Journey - Hinduism/Islam<br><b>Additional Unit</b><br>Philosophy - Thinking - Do you believe in good to be good? |
| DT        | Structures (frame structures - simple frames)<br>Textiles (2D shapes to 3D project)<br>Food (healthy and varied diet)                                                                                                  | Mechanical Systems (levers and linkages)<br>Electrical Systems (simple circuits and switches)<br>Food (healthy and varied diet)                                                                                                                | Structures (shell structures)<br>Textiles (combining different fabric shapes)<br>Food (celebrating culture and seasonality)                                                                                                                                     | Structures (frame structures)<br>Electrical Systems (more complex switches and circuits)<br>Mechanical Systems (pulleys and gears)<br>Food (celebrating culture and seasonality)                                                    |
| Computing | Digital photos (Inf. Tech)<br>Coding - Scratch (Comp Sc.)<br>Data basing (Dig. Lit)<br>Coding a robot (Comp Sc.)                                                                                                       | Email - Google Drive (Dig Lit)<br>Presentations - importing - (inf. Tech.)<br>Coding - Bloxels (Comp Sc.)<br>Databasing (Dig. Lit.)<br>Coding - Scratch (Comp Sc.)                                                                             | Collaborative Film Project (Dig Lit)<br>Digital Media (Inf. Tech.)<br>Coding - Scratch (Comp Sc.)<br>Digital Presentations (Inf Tech)<br>Coding coding a robot (Comp Sc.)                                                                                       | Film and Photos (Dig Lit)<br>Presentations (Inf. Tech.)<br>Coding - Scratch (Comp Sc.)<br>Bias/Fake News (Dig. Lit.)<br>Digital Media Project (Inf. Tech.)<br>Coding a robot (Comp Sc.)                                             |

## DEVELOPING A LIFELONG LOVE OF LEARNING

## Four Year Subject Topic Overview (Schema) continued

| Subjects     | Year 3                                                                                                                                                                                                                                                                                     | Year 4                                                                                                                                                                                                                                                                                     | Year 5                                                                                                                                                                                                                                                                                     | Year 6                                                                                                                                                                                                                                                                                     |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Music        | Singing<br>Listening<br>Composing<br>Performing<br>(Ocarina)                                                                                                                                                                                                                               | Singing<br>Listening<br>Composing<br>Performing<br>(Ocarina)                                                                                                                                                                                                                               | Singing<br>Listening<br>Composing<br>Performing<br>(Recorder)                                                                                                                                                                                                                              | Singing<br>Listening<br>Composing<br>Performing<br>(Recorder)                                                                                                                                                                                                                              |
| PE           | Gymnastics/Dance<br>Indoor Athletics/Outdoor Athletics<br>Orienteering<br>Net/Wall Games<br>Striking and Fielding Games<br>Orienteering<br>Cross Country                                                                                                                                   | Gymnastics/Dance<br>Indoor Athletics/Outdoor Athletics<br>Invasion Games - Basketball<br>Orienteering<br>Net/Wall Games<br>Striking and Fielding Games<br>Orienteering<br>Swimming<br>Cross Country                                                                                        | Gymnastics/Dance<br>Indoor Athletics/Outdoor Athletics<br>Invasion Games - Tag Rugby<br>Orienteering<br>Net/Wall Games<br>Striking and Fielding - Rounders<br>Orienteering<br>Cross Country                                                                                                | Gymnastics/Dance<br>Indoor Athletics/Outdoor Athletics<br>Invasion Games<br>Orienteering<br>Net/Wall Games<br>Striking and Fielding - Rounders<br>Orienteering<br>Cross Country                                                                                                            |
| PSHE         | <b>Health and Wellbeing</b><br>(Healthy Lifestyles, Growing and Changing, Keeping Safe)<br><b>Relationships</b><br>(Feelings and Emotions, healthy relationships, differences)<br><b>Living in the Wider World</b><br>(rights and responsibilities, taking care of the environment, money) | <b>Health and Wellbeing</b><br>(Healthy Lifestyles, Growing and Changing, Keeping Safe)<br><b>Relationships</b><br>(Feelings and Emotions, healthy relationships, differences)<br><b>Living in the Wider World</b><br>(rights and responsibilities, taking care of the environment, money) | <b>Health and Wellbeing</b><br>(Healthy Lifestyles, Growing and Changing, Keeping Safe)<br><b>Relationships</b><br>(Feelings and Emotions, healthy relationships, differences)<br><b>Living in the Wider World</b><br>(rights and responsibilities, taking care of the environment, money) | <b>Health and Wellbeing</b><br>(Healthy Lifestyles, Growing and Changing, Keeping Safe)<br><b>Relationships</b><br>(Feelings and Emotions, healthy relationships, differences)<br><b>Living in the Wider World</b><br>(rights and responsibilities, taking care of the environment, money) |
| MFL - French | All About Me: name, age, hobbies, pets<br>Speaking<br>Listening<br>Reading<br>Writing                                                                                                                                                                                                      | All About Me: recap of Y3, houses and homes, schools and subjects<br>Speaking<br>Listening<br>Reading<br>Writing                                                                                                                                                                           | Me and the World: France, cities in France, traditions, holidays in France, visiting the cafe<br>Speaking<br>Listening<br>Reading<br>Writing                                                                                                                                               | Francophone Countries: Learning about other countries who speak French and their traditions<br>Grammar / Conjugating Verbs<br>Speaking<br>Listening<br>Reading<br>Writing                                                                                                                  |

### The Delivery of our Curriculum

This is built around the four key concepts below:



**Developing a  
Lifelong Love  
of Learning**



**REAL Projects  
and Amazing  
Learning  
Experiences**



**Learning  
Skills**



**Holistic  
Approach  
(Wellbeing)**

**DEVELOPING A LIFELONG LOVE OF LEARNING**

## What is ‘Developing a Lifelong Love of Learning’?

An important part of our mission statement is our learning motto, ‘Developing a Lifelong Love of Learning’. Whilst there is always a high priority on achievement and progress in Maths and English, we feel that it is just as important to ensure that all children are developing a love of learning and are eager to come to school to learn.

With this in mind, our aim is to ensure that all children have the right to experience a rich and highly motivating curriculum. We want every child at our school to become a ‘great learner’. We achieve this through a combination of our ‘REAL Projects’, ‘Learning Skills’ and our approach to wellbeing.

## What are REAL Projects?

Our main learning approach is ‘REAL’ Projects. This is a hugely engaging approach, which ensures that all of our children succeed and love to learn.

**REAL Projects**—Learning through REAL Projects is a design for learning that connects deep subject content with real world problem solving. Real Projects enable all children to create extraordinary work that matters. All the children gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge. This involves several skills and stages:

- An essential question that starts each project
- A focus on developing 21st century skills (intellectual curiosity, communication, collaboration, creativity, problem solving, decision making and critical thinking)
- The importance of student voice or choice
- A planned outcome
- Presenting to the public through an exhibition

At all times, these projects are rigorous, engaging, have an ‘authentic audience’ and the children are learning throughout the project. All of these aspects ensure that children are engaged and learning to the highest level.

## What are ‘Learning Skills’?

Without doubt, the content of our curriculum and knowledge that children gain whilst at our school is high on our list of priorities. However, as a school, we firmly believe that all our children should be developing ‘Learning Skills’ to enable them to achieve their potential. These skills focus on what could be deemed ‘soft skills’ that are not easy to test.

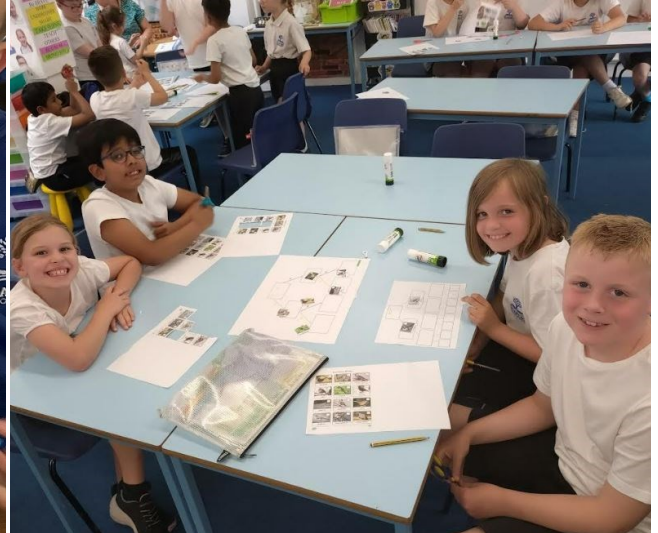
These skills include working together as a team, becoming resilient, thinking about different ways to solve these problems, working creatively, being organised and reflecting on their learning.





## Learning Spaces

We try to provide stimulating and diverse learning spaces both on and off site to enable our pupils to fully immerse themselves in their lessons.



## Single Academy Trust/Collaborating with Other Schools

Converting to a single academy trust has been one of the best choices that we have made. It has given us a number of freedoms that enable us to develop many different areas that have a direct impact on learning. One of these areas of development relates to how we work with and support other schools. Over the past year we have developed relationships based on our 'REAL Projects' approach.

We work in partnership with Edtransform to continually improve and develop this learning approach for the benefit of all our children's learning. Edtransform work with schools, organizations and partners across the UK and the world. They seek to approach education in a different, and better, way. They strive not only to think about education differently, they re-imagine what it could look like and then actually do it. Through this partnership, we are developing links with schools in our local area and around the country.

## Our Approach to Wellbeing

Mental health and wellbeing is one of the core values of culture here at Team SJA: we believe that emotions are central to our learning. We aim to equip children with the knowledge, skills and attributes to support their own wellbeing, and that of others, both now and in the future.

We want for our children to become well-rounded citizens, who are capable of understanding pride in their individuality, equality and diversity, feelings and emotions, their own physical and mental health and how to keep themselves safe in the modern world. In supporting children's social, emotional and mental health, we create an environment where pupils can reach their potential and succeed in later life.

# DEVELOPING A LIFELONG LOVE OF LEARNING



## The Importance of Learning Outside the Classroom



Learning outside the classroom is one of many key areas that helps our children 'Develop a Lifelong Love of Learning'.

We have amazing grounds around our school and over time we have developed this outside learning environment to fully support our approach to learning.

We have a wide range of vegetable patches, fruit trees, a permanent orienteering course, an outside reading circle, a pond, a tree trail and a wide range of PE resources that focus on both popular and more unusual sports.

We are incredibly proud of our play provision at breaks and lunchtimes. During these periods children have access to an outdoor gym, large climbing frame, Activwall board, a basketball court and a football area. Pupils can also play tennis during the summer.

As well as this, all the teachers in school are very creative when looking at other possible learning experiences that can take place outside.

## Homework

The aim of homework is to ensure that it is an extension of their school work and re-enforces each child's learning. Each child is given homework that is appropriate to their needs. As a basic expectation, each child is expected to read at least three times a week, to learn their weekly spellings and to rehearse their times tables —using TT Rockstars to support this.



**DEVELOPING A LIFELONG LOVE OF LEARNING**



## Technology/Computing

At Scartho Junior Academy, we believe in preparing children for a technological future. We believe that mobile technology, linked with our approach to learning, will give our children a relevant and successful education which will enhance their learning opportunities. This will develop individuals and prepare them for future technological developments which will be important in their everyday lives. All pupils will access the internet and use different apps to support learning—some of which can also be accessed at home. We also upload pupils' images on a regular basis to Twitter and they are identified by their class or year group only. Pupils may also be invited to appear on TV, radio or in the local newspaper—all pupils will be named. We ask for permission to use your child's image at the start of Year 3. You can change this any time you wish by contacting the school office.

## The World Around US

Due to the technology around us, the world is becoming a much smaller place. As part of the learning at Scartho Junior Academy, we ensure that all our children become more aware of the world that they live in and their growing role of becoming global citizens. As this is an important part of our learning at SJA, it is interwoven through all our REAL Projects.



**DEVELOPING A LIFELONG LOVE OF LEARNING**



## School Visits

As a school, we firmly believe that children learn best through first hand learning experiences. With this in mind, we aim to take the children on a number of trips during their time at Scartho Junior Academy, to support the learning which takes place within the curriculum.

However, due to the constraints on school finances, we do have to ask for voluntary contributions from parents. If we do not get enough contributions, the trips may be cancelled.

We try to make payments easy for you by giving you plenty of notice and enabling payments in monthly installments. The costs of the trip are worked out per child. At no time are parents asked to cover the cost of other children whose parents have not made a voluntary donation.

We do thorough research into these visits to ensure that they are good value for money and provide the children with some awe-inspiring

experiences. As well as day visits, we currently organize two extended trips during their time at school.

## Year 5 London Residential Visit

This takes place at the end of September in Year 5. This long weekend usually includes visits to a major West End Show, a trip on the London Eye, a visit to Warner Brothers Studios (Harry Potter) and a whole day of outside activities.

## Year 6 PGL Residential Visit



This June trip is a long weekend that enables the children to experience a wide variety of outward bound activities, such as rock climbing, abseiling, raft building, archery and many more, at the PGL Centre in Grantham.

It is a fantastic experience which celebrates the friendships and team working skills they have developed during their time at SJA.



**DEVELOPING A LIFELONG**

## School Board of Trustees

The school's trustees are very active in supporting the school and in developing all aspects of school life to enable your child to receive the best education opportunities. This role is very worthwhile and really helps the school develop and improve further. If you are interested in becoming a parent trustee please contact the school.

## Discipline and Behaviour

As a school, we focus on encouraging and rewarding good behaviour and work.

Whilst not every child can be an academic high flyer, we do expect children to work to the best of their ability and show a determined and positive attitude to learning.

A number of systems are in place to reward excellent examples of work and behaviour.

- Class dojo – children are given dojos by their teacher and other adults to reward attitude and effort as well as for completing any homework and for above and beyond learning or work
- A weekly Learning Hero award for one child in each class who has worked/behaved well. The children in the class nominate

their classmates who they feel have done really well that week.

- A termly Learning Hero Award that recognises and rewards a child who has been a class role model throughout the term. This is chosen by the staff.
- An end of term award for excellent work in each class.
- An end of term award for contribution to the arts. This is awarded to a child in the lower school at Christmas, a child in year 5 at Easter and a year 6 child in the summer term. Again this is chosen by staff.

As a school, we have a clearly agreed 'Behaviour Policy' which we expect all children and parents to adhere to. This policy also includes our 'Anti-Bullying' policy and procedures.

All policies can be downloaded from the school website.



**DEVELOPING A LIFELONG LOVE OF LEARNING**



## Admission

Scartho Junior Academy caters for boys and girls between the ages of 7–11 years. The school has two classes in each of the four year groups, all at Key Stage 2. Students usually transfer from Scartho Infant School, and the main application date for year 2 pupils is in December. This process is undertaken by North East Lincolnshire council and parents are notified of their allocated school in April. The Local Education Authority admissions criteria will be used if the school is oversubscribed.

## Access

Access to the school is via the main gate in Edge Avenue. All visitors and parents should report to the school office. The field gate will be open at the beginning and end of the day when children enter and leave school, but will be locked at all other times. **No cars are allowed on site between 8 am and 5 pm, unless permission has been given by the Principal.**

## Open Door

Positive home/school relationships are actively encouraged so we can work together to enable your child to fully benefit from all we offer.

Our 'Open Door' policy means that parents may see their child's teacher at any time as long as an appointment has been made in advance. It is helpful if you telephone the school in advance to check availability.

Parents may also see teachers before or after school with prior arrangement. All staff also access their emails regularly as another form of communication.

## Communicating with Parents

We send messages via SMS text direct to your mobile phone and we also email information and newsletters to you. Newsletters are also uploaded onto our website.

## Attendance

By providing a motivating and immersive curriculum, we can ensure pupils' regular attendance. Children are asked to be punctual and fully prepared for the day.

If attendance falls below 95%, or there are any unexplained or unauthorised absences, the Educational Welfare Officer will be informed. If your child is persistently late, you will be contacted by school, and attendance will be noted on the child's Annual School Report.

The register will be taken at 9.00 am and any child not in class for that time will be marked as late. Parents must contact the school office before 8.45 am to report any absence from school every day they do not attend. If there has been no contact with school by the end of the second day's absence the Educational Welfare Officer will be contacted. Parents are

advised that they should not take their children on holidays during term time, unless they have permission from the Principal. Holidays during term time are not authorised. If deemed appropriate, penalties could be enforced.

## A Typical School Day

|            |                      |
|------------|----------------------|
| 8.55 am    | Registration         |
| 9.00 am    | Lessons              |
| 9.20 am    | Assembly             |
| 10.15 am   | Break (upper school) |
| 10.35 am   | Break (lower school) |
| 10.55 am   | Lessons              |
| 12.00 noon | Lunch                |
| 1.10 pm    | Lessons              |
| 3.30 pm    | Finish               |

**DEVELOPING A LIFELONG LOVE OF LEARNING**



## School Uniform

Personal Water Bottle—all pupils should bring this to their classroom every day.

The school has a uniform policy in place which is strictly adhered to—

- Blue school cardigan/sweatshirt with the school logo.
- A white polo shirt with school logo
- Black trousers/skirt
- White or grey socks with black shoes/black trainers
- PE Kit – white top preferably with school logo on, black shorts and trainers for outside. *It is even more important now that your child has the correct school PE Kit as they will be wearing this to school two days a week.*
- Nail varnish is not permitted in school

- Long hair must be tied back and no Mohican style or 'patterns/lines' must be cut into hair.

### **ALL CLOTHES MUST BE CLEARLY NAMED**

*All school uniform items can be purchased from:*  
Sign of the Times, 295 Cleethorpes Road,  
Grimsby Tel 342000. [www.sott@btconnect.com](mailto:www.sott@btconnect.com)

## Jewellery in School

No jewellery should be worn in school except for **one** pair of small stud earrings (ears only). Your child must be able to remove them for sport lessons by themselves. Staff are not allowed to remove them for the child due to health and safety. Taking part in sport is part of the school curriculum, and all pupils are required to participate. If you are thinking about having your child's ears pierced, it is advisable to do so at the start of the summer holidays.

## Parent Consultations

Student Led Conferences (SLCs) are held twice yearly. These are for your child to share with you the highlights of their writing, reading, maths and project. They will also talk to you about their learning skills. Your child's class teacher will also 'drop in' on the conference. Every term, your child will participate in either a year group Public Exhibition or Celebration of Learning. This is another opportunity for you to see their learning.

We have an 'open door' policy at Scartho Juniors. You are able to see your child's class teacher before school or after school (by prior arrangement).

You will receive a written report at Easter, which includes your child's attainment and comments on their progress, attitude to learning, attendance and completion of agreed weekly homework. You are welcome to discuss this with your child's class teacher, but there is no set time or evening for this. Your child will also receive a report at the end of the academic year. Again,

comments about progress will be given as well as their attainment in reading, writing, maths and GPS.

## School Lunches

Hot school dinners are cooked onsite every day by Chartwells, and follow current government healthy eating guidelines as well as being able to cater for a wide variety of dietary requirements. Our kitchen has been awarded 5 stars by North East Lincs Council for cleanliness and hygiene. School dinners must be booked and paid for online, 2 weeks in advance.

### **Please be aware that we are a NUT FREE school**

Payments are made using Parent Pay online, you will be given an activation code when your child enrolls. If you think you may qualify for free school meals, we can now check this on your behalf. Please contact the school office for more information. Children may bring a packed lunch and, as holders of the Healthy Schools Award, we encourage children to adopt a healthy diet.



## Medical Support in School

We have First Aid qualified staff who will deal with minor injuries such as scrapes and bruises. If your child has been treated you will be sent home a slip giving details. If your child needs on-going medical support in school please contact the school office.

***Pupils must NOT walk around school carrying medication on themselves or in their bag***

***Medication cannot be accepted into school unless prescribed and deemed absolutely necessary by the Consultant in charge.***

The majority of medicines can be administered outside of school hours, including pain relief and oral antibiotics. If at all possible, the medication should be scheduled to be given just before and just after school rather than during school hours.

### **We do not dispense Hay Fever medication**

Please talk to a pharmacist who will be able to advise you, as pupils will often be outside on the school field at various times of the day during the summer months. There is now a liquid and tablet hay fever medicine that only needs to be given twice a day. Please administer this yourself to your child at home before school starts.

Minor injuries/accidents are treated in the medical room during school hours. You must collect your child from school if they are too ill to remain.

**It is extremely important that we have your current contact details, as well as emergency contacts.**

Medications given at school must be provided in original containers with original pharmacy/chemist labels. If your child must have medication during school hours, you have the following choices:

- ◆ You may come to school and give the medication to your child at the appropriate times.
- ◆ You may arrange for medication to be dispensed by Staff

If you would like staff to dispense medication, forms are available from the school office. The completed form and medication must be handed in to the school office by a parent/legal guardian, with medication clearly labelled with the pupil's name and dosage.

***We will not accept instructions over the telephone.***

Some students may need to self-medicate or be given emergency medication for certain chronic health conditions (i.e. inhaler, Epi-pen, diabetes, etc). An authorization form must be kept on file at school which is signed by a parent/legal guardian. Forms are available from the school office. If you have any questions, please feel free to contact us at any time. Please note, it is the parents' responsibility to ensure that these medications are 'in date' and we must be informed immediately if there are any changes to the pupil's medication or care plan.

## Photo Consent

Previously, we asked you to 'opt out' of giving photo consent for your child via our prospectus. To comply with the new General Data Protection Rules' you now need to 'opt in' before we can photograph or make any recordings of your child.

We regularly take photographs of pupils at our school, usually to demonstrate their love of learning and to celebrate achievements! We may use these images in our school prospectus, in school displays, in other printed publications that we produce, on our website, and on our social media sites. We may also make video or webcam recordings for school-to-school conferences, video logs or other educational use.

Our school may be visited by the media who will take their own photographs or film footage (for example, of a visiting dignitary or personal achievements). Pupils will often appear in these images. The news media may use the images in printed publications (including local or national newspapers), on televised news programmes or on their website. They then store them in their archive.

They may also syndicate the photos to other media for possible use, either in printed publications, on websites, or both. When we submit photographs and information to the media, we have no control on when, where, if or how they will be used.

We will take all reasonable measures to ensure the images are used solely for the purposes for which they are intended. However we cannot guarantee this and take no responsibility for the way images are used by other websites or publishers or for any consequences arising from publication.

If we use photographs of individual pupils or small groups of pupils, we will avoid using the full name (which means first name and surname) of that child in the accompanying text or photo caption. Please note that the media are likely to use first names and surnames in their publications/broadcasts.

We will not include personal e-mail, postal addresses, or telephone numbers on our website, in videos, in our school prospectus or in other printed publications.

We may use group or class photographs or footage with general labels, such as "a Y4 science lesson" or "Class 3L making Christmas decorations".

Please note that news media, websites and social media sites can be viewed throughout the world and not just in the UK where the new rules apply. In giving your consent you understand that images may be used in printed and electronic form.

Please complete, sign and return the Contact & Consent form. The form is valid for the period of time your child attends this school, plus one year after they leave, to enable us to publicise the work of final year pupils. The consent will automatically expire after this time.

If you need any further information, please do not hesitate to contact us. We will be happy to answer any questions you may have so that you can make an informed decision.



## General Enquiries

If you have any general queries please call in, or telephone the school office on 01472 879524, where a member of the admin team, Miss Cromeey or Mrs Jennings will be pleased to help you.

[lisa.cromeey@scarthojunior.co.uk](mailto:lisa.cromeey@scarthojunior.co.uk)  
[julia.jennings@scarthojunior.co.uk](mailto:julia.jennings@scarthojunior.co.uk)

### Principal

Mr N Rice  
email: [head@scarthojunior.co.uk](mailto:head@scarthojunior.co.uk)

### SEND Lead

Miss N Fawn  
Email: [nichola.fawn@scarthojunior.co.uk](mailto:nichola.fawn@scarthojunior.co.uk)

### School Business Manager

Miss P Kettrick  
email: [office@scarthojunior.co.uk](mailto:office@scarthojunior.co.uk)

### Chair of Board of Trustees

Mrs S Smith  
c/o Scartho Junior Academy

[www.scarthojunior.co.uk](http://www.scarthojunior.co.uk)  
Scartho Junior Academy  
Edge Avenue  
Grimsby  
DN33 2DH