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1. Welcome to Harlyn Primary School

Dear Parent/Carer,

If you are new to the school, may I, on behalf of the Governors and whole school community, welcome you to Harlyn Primary School. I am aware that choosing your child's school is an important decision and am pleased you have chosen our school. We hope this will be the start of a happy and successful partnership with us.

The information which forms this document introduces you to the school, its aims and our curriculum. It also outlines the many activities and facilities we have to offer your child a well rounded and rich education.

Our staff team comprises experienced and dedicated teachers, teaching assistants and support staff. The whole staff team works together to ensure each child has a positive, happy and enjoyable experience at school whilst achieving their full individual potential.

Earlier I referred to a 'partnership' between parents and the school. We recognise that parents share responsibility for a child's education. As such we update you on progress at Parents Evening and through annual reports. We also invite parents to class assemblies and school productions.

We encourage parents to reinforce learning at home and to volunteer to school if they are able to.

Information regarding admissions can be found on our website and via the school office.

We are very happy for you to visit the school anytime but do ask that you contact the office to book an appointment.

We look forward to working with you and your child during their time at Harlyn Primary School.

Yours sincerely,



Mr S Jones BA(Hons) NPQH
(Headteacher)

Chair of Governors: Sally De Jongh

Local Authority: London Borough of Hillingdon, Civic Centre, Uxbridge, Middx. UB8 1UW. Tel: 01895 250111

2. Our Aims

General	To give children equal opportunities for learning, through a wide variety of experiences that will develop their knowledge, skills and character. To actively promote race equality and good race relations across all areas of school life and to eliminate unlawful discrimination.
Curriculum	To ensure that the school pursues high academic standards through a broad and balanced curriculum which: • complies with the requirements of the National and Foundation Stage Curriculum; • promotes equality of opportunity for all; • makes learning fun and enjoyable; • motivates children to have high expectations; • provides continuity and progression; • is monitored, evaluated and reviewed.
Social	To provide a happy, caring, safe and welcoming environment in which children are encouraged and helped to: • develop and understand the importance of a healthy lifestyle; • develop respect and consideration; • learn and play in harmony with each other; • become more confident and independent; • demonstrate good behaviour and self-discipline; • develop qualities of determination, honesty, trust and reliability.
Staffing	To recruit, develop and retain high quality staff and a commitment to safeguard and promote the welfare of children and young people.
Finance	To manage the school's finances efficiently and wisely, with fair consideration given to all areas of the school's activities.
Home	To encourage family involvement in the full life of the school.
Community	To maintain and strengthen links with the local and wider community.

3. The School



Harlyn Primary School was opened in January 1957. It is a school for children aged 3-11.

The school site covers 5.86 acres and includes a sports pavilion, two large playing fields, an astro-turfed cricket base, conservation area and large playground.

The West Building has been built to accommodate Nursery, Reception and Years 3 & 4. The block also has a Music room, ICT suite and Food Technology room.

The East Building houses Years 1,2,5 and 6 as well as 2 libraries. Both buildings have lift access.

We offer a wide range of extra curricular activities as well as a Breakfast and After School Club.

4. Equal Opportunities

Harlyn is a school committed to equal opportunities and we will endeavour to provide equality of educational opportunity for all children.

As a school we aim:

- to promote equality of opportunity for all who deliver the curriculum and all who learn.
- to foster attitudes and relationships which promote understanding and respect between the sexes and races.
- to provide an anti-sexist, anti-racist curriculum which enables all pupils to maximise their potential.
- to challenge individual and institutional gender and racial attitudes and work towards the elimination of discrimination.
- to raise the awareness of all, to help people acquire strategies for challenging stereotypes, and to help everyone develop sensitivity to gender and race issues.

We will:

- review, identify and replace inappropriate practices and procedures.
- implement appropriate strategies to counter any form of sexist or racist behaviour.
- give careful thought to the gender and race implications in written and spoken language.
- review our materials, equipment and resources to eliminate narrow gender and race stereotyping.

5. Behaviour

In line with our Positive Behaviour Policy, we aim for each child to develop self-discipline. This is supported by high expectation of pupil behaviour and clear rules; known to staff, pupils and parents. Staff set the example of expected behaviour based on a caring, respectful, understanding and responsible attitude. Good behavioural standards are encouraged and rewarded.

In school, there is a House system. There are four houses: Ash, Chestnut, Oak and Willow and children are rewarded with house points for good work or good behaviour.

Certificates of Merit are awarded to pupils for good work and for making progress. These are presented by the Headteacher in assembly.

At the beginning of each year a Head Boy and Head Girl, for each term, are chosen by the staff. All Year 6 children are also given the chance to be a prefect or monitor at some time during the year. We encourage them to take this responsibility very seriously.

At Harlyn we encourage all pupils to follow our 3 golden rules:

1. Show good manners and be truthful at all times.
2. Care for everyone and everything.
3. Follow instructions straight away.

We have a school behaviour code which is understood by all staff and pupils. The code outlines the sanctions we use to deal with unacceptable behaviour. There are 6 stages to our code and sanctions include loss of break times, discussions with Phase Leaders or more seriously the involvement of the Deputy Headteacher and Headteacher.

Parents are kept informed of major concerns.

Persistent behavioural problems may be referred to the Educational Psychologist or Behaviour Support Team, with the parents' consent.

General Guidelines

Parents are asked to co-operate with the following:

- Not to park or stop to drop off children on the yellow or white zigzag lines. It is illegal to do so.
- Not to bring dogs on to the school premises.
- To observe the no smoking policy of the school (including the playground).
- In case of absence, please inform the teacher or the office as soon as possible. A note or telephone call must be received. This is a legal requirement.
- To take their family holidays during school holidays. Requests for holidays during term time will not be granted.

Children are expected to:

- attend regularly and be punctual.
- wear school uniform and appropriate shoes (not trainers). These must be worn to and from school.
- not wear jewellery, except for watches or studs for pierced ears. Items may be worn for religious reasons, with the Headteacher's written permission.
- remain on school premises during school hours. Staff should be informed if a child is taken off the premises.
- keep away from the staff car park, unless they have permission.
- arrive and leave via the entrance gates.
- not play on the entrances, classroom ramps or bars.

We would ask parents for their co-operation in ensuring that younger siblings are kept under control in the school grounds.

6. Pastoral Care

The happiness, health and safety of the children are treated as priorities by all the staff.

All our staff care for the pastoral needs of our pupils and teachers usually manage pastoral needs in the first instance. We benefit from a Play Therapist within the school to assist us further.

The Welfare Assistant is a qualified first aider, having special responsibility for children who become injured or unwell. The welfare staff will contact parents if necessary. There are also other qualified first aiders on the staff.

If a child requires hospital treatment and parents cannot be reached, he/she will be accompanied to hospital by the welfare assistant and/or a teacher.

If a child is completing a course of medicine, the welfare staff may only administer medicine prescribed by a doctor after full, written, instructions have been received from the parent on a "request to administer medication" form.

Children are not allowed to keep any medicines with them in school; they must be handed in to the Welfare Assistant.

On the advice of Hillingdon Health Authority, children who suffer from asthma should have two relief inhalers in school, one in the Medical Room and one kept in their classroom.

If your GP will only prescribe one blue inhaler for use at school, this will be kept in your child's classroom.

In the event of your child displaying symptoms of Asthma and their own inhaler is not available or unusable and you wish for them to use the Emergency Inhaler, you must give written consent which will be kept in school.

Please note that if a child is absent due to diarrhoea and/or vomiting they cannot attend school for 48 hours from the last episode of diarrhoea and/or vomiting as per the NHS Health Authority.

Children who suffer from severe allergies and require an epi pen should have two EpiPens or Emerade in school.

Only in exceptional circumstances will children be excused playtime or P.E. activities. (A note should be sent.)

Changes of clothing are available for emergencies. Parents are asked to wash and return these items to us.

Lost property is looked after by the Welfare Assistant. Lost property is held for a week and disposed of each Monday evening.

Anti-Bullying

We believe that bullying is a wilful, on going conscious desire to hurt, persistently tease, intimidate, threaten or frighten someone else. At Harlyn any form of bullying will not be tolerated.

We deal with bullying in the following way:

Procedures

- Pupils are encouraged to tell anybody they trust if they are being bullied and if the bullying continues, they must keep on letting people know.
- If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher.
- Teachers and support staff will do all they can to support any victim, along with appropriate counselling and behaviour improvement opportunities for any child responsible for bullying.
- All incidents of bullying will be recorded in the "Bullying Incident Folder".
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be responsible for bullying, should contact their child's class teacher or the Headteacher immediately.

Strategies

- Isolate the perpetrator from the situation. A cooling off period is recommended; this may include loss of playtimes.
- Talk to the children involved and other witnesses to establish the facts.
- Make staff aware of the problem to increase watchfulness if necessary.
- The class teacher must ensure SMSA staff are kept fully informed of any concerns involving bullying.
- Details of the incident will be recorded.
- If bullying persists, involve parents of both the victim and perpetrator.
- Involve outside agencies if necessary.

Lunch Time

School Meals Supervisors care for the children during the lunch break. Children in Reception – Year 2 qualify for Universal Free School meals and parents choose from an online menu of hot food if they wish to. This is also available to KS2 children who are entitled to Free School Meals.

Other children eat packed lunches and parents are asked to send a packed lunch for their child in a clearly-named container. Please do not include fizzy drinks, bottles or sweets. Drinks of water are available.

Free school meals are available and application forms can be obtained from the school office.

Milk

Milk is available at a small cost per term. Please ask for an application form from the main Reception. Milk is provided free of charge for children under 5 yrs of age.

Mid-morning snacks

Pupils may bring fruit to have as a mid morning snack. Sweets, crisps and chocolate are not allowed. Free fruit is provided daily for children up to the end of Year 2.

7. Parental Involvement

Parents are encouraged to help in the day-to-day activities of the school - food technology, reading, library duties, sports and visits. You will be required to complete an Application form and a Disclosure and Barring Service form before working in school. Please speak to the Receptionist.

We have two open evenings a year where parents have the opportunity to meet their child's teacher. Daily contact with class teachers is generally available after school. Parents wishing to see a teacher should make an appointment via Reception. Staff are not available before school.

Parents are invited to make an appointment regarding any particular concerns with their child's teacher first, and if necessary, the Phase Leader or Deputy Head/Headteacher.

An annual written report is sent to parents.

Parents receive weekly newsletters from their child's teacher giving details of work covered and things happening in the forthcoming week. Copies of newsletters are placed on the website weekly.

Parents are invited to join our class assemblies on most Thursdays at 9.00am. Details about class assemblies are given in newsletters. Parents are requested not to arrive before 8.50am for 9.00am assemblies and should enter via the doors in the playground after the children have entered the school.

We have excellent parental support for educational evenings, sports, social and fund-raising events.

The Fund Raising Association (FRA)

All parents are automatically members of this association, which has charitable status. A committee composed of parents/carers and staff arranges a programme of events.

In the past these events have included an Inflatable Day, Mothers / Fathers Day, Discos and other events. The success of these events is due to the tremendous support of parents and staff.

The substantial funds raised enable us to buy extra equipment such as books, IT equipment, PE equipment and playground equipment.

All help is gratefully received and parents wishing to help in any way are asked to email the FRA: harlynfra@gmail.com.

8. Extra Curricular Activities

We currently offer a number of activities, which either take place during the lunch break or before or after school. (In the case of the latter, parents will be asked to sign a consent form.)



These may include choir, orchestra, netball, gym, dance, cricket, football, athletics, dance/drama, science, ICT, cookery, gardening and cheerleading. We are particularly grateful to the staff and others who give their time voluntarily. We believe that through such activities we can play a part in encouraging good use of leisure time.

Please note there may be a small charge for some activities provided by an outside provider.

The school feels that primary aged children should also be encouraged to develop their own interests outside school; e.g. Brownies, Cubs and sports.



9. Homework

Homework is actively encouraged throughout the school and is a positive link with home. Its purpose is to reinforce learning and develop a child's confidence, independence and self-organisation. We ask that parents support this aspect of their child's education.

It is vital that the children themselves make a genuine attempt at their homework. If there are difficulties or problems which arise, then parents should encourage their child to discuss this with the class teacher.

A copy of the school's Homework Policy is available on the website.

Nursery children are asked to bring items of interest from home in connection with termly topics. Library books are taken home weekly. This is developed throughout the school.

Reception children are asked to bring items of interest from home in connection with termly topics. They take their reading books home daily to share with their family. Communication between parent and teacher is facilitated by a "link book" for comments.

Key Stage One (Years 1 + 2)

Children take their reading books home daily to share with their family. To help the development of their written work children may be asked to practise cursive letter formation and learn spellings. Reading record books are provided and parents are asked to sign them whenever they hear their child read. Teachers will also write in them when they have read in class. English tasks may be sent out for homework which will aim to develop skills that they are working on in class. Mathematical tasks may also be set to encourage knowledge of number bonds (pairs of numbers which make 10/20), multiplication tables and telling the time etc.

Key Stage Two (Years 3-6)

As the children progress through Key Stage 2, the amount of homework will steadily increase. The children will be given weekly spellings to learn and multiplication tables practice. Children may also be asked to complete unfinished classwork. They are encouraged to read regularly.

In Y5 and Y6, children will be set homework on several nights each week, predominately English and Maths, but also may include some project work where they will be expected to undertake independent research work. In Y6, in preparation for SATs, the amount of homework will increase. In Y5 and Y6 the children are provided with Homework Diaries in which they should record the homework they have been given.

10. Attendance

Nursery	Morning session	08.30 - 11.30
	Afternoon session	12.30 - 15.30
Main School	<u>KS1</u>	<u>KS2</u>
	Start (a.m.)	08.50
	Break	15 mins.
	Lunch	12.00
	Start (p.m.)	13.00
	Break	15 mins.
	End	15.10

Children who are late arriving at school should **report to the Reception Desk** where a 'late' mark will be recorded. Pupils arriving after 9.15am will be marked absent but their arrival will be noted.

If a child arrives after 9.15am, without good reason, it will be counted as an unauthorised absence.

Children may come into the school at 8.40am each day.

Absenteeism & Holidays

If a child is unfit for school, parents/carers should contact the school on the **first day** either by phone or in person. Failure to inform school will result in the school making every effort to contact parent/carers. When the child returns he/she must bring a written note signed by parent/carer and the absence will be authorised, In cases where no notification is given the absence will be unauthorised.

In line with DFE and Local Authority guidelines, regulations remove references to family holidays and extended leave as well as the statutory threshold of ten school days. The amendments make clear that exceptional leave during term-time will not be authorised except in outstanding cases.

Leave may be granted by the Headteacher in an emergency, e.g. bereavement, or for medical appointments, provided a written explanation is received.

Routine medical appointments should be made outside of school or in the school holidays where possible.

11. School Uniform

Pupils must wear school uniform. Many of the non-branded items are available from chain stores or mail order catalogues.

Royal blue cardigan/jumper/sweatshirt with ('Harlyn Primary School' branding)

White or blue polo shirt

Grey pinafore dress/skirt (knee length), or tailored grey trousers (no leggings)

Blue/white small checked dress in summer

White shirt, grey shorts/trousers

Optional royal-blue baseball cap in summer

An old shirt /overall is required for art.

Shoes: Should be strong “school shoes”, black (trainers only for PE)

P.E. Kit: White T shirt with school logo, royal blue shorts, stored in a drawstring bag.

Please avoid holdall bags as these take up too much room in the cloakroom.

Plain navy or black tracksuits may be worn for winter sports.

Trainers. Football boots for Juniors only.

Earrings - children must use micropore tape to cover studs.

All clothing must be clearly NAMED.

Items with the School name embroidered are only available at Adams School Wear, 55 Victoria Road, Ruislip Manor - Tel: 01895 674155.

12. Curriculum

The National Curriculum forms a large part of our curriculum –

English	Geography
Mathematics	History
Science	Personal and Social Health Education
Computing	Music
Religious Education	Physical Education
French	Design Technology
Art	

- but we endeavour to provide a broad based approach to give pupils as many relevant experiences as possible.

Harlyn is, however, very much a family school where the ‘hidden’ curriculum is of equal importance. Children need to develop self-confidence, independence and a sense of personal responsibility in a secure and caring environment. We aim to create an atmosphere, which is conducive to the development of the whole child as well as to academic achievement.

Teachers combine individual and group teaching with whole class teaching depending on the needs of the pupils and the subject matter.

Teachers carefully plan appropriate work and record and monitor the progress of each child.

Parents are issued with a termly curriculum document, which outlines the work planned of each year group in each subject. Copies are put on the year group pages of the website.

Staff email weekly newsletters to parents giving details of work covered during the week plus any messages for parents.

Standard Assessment Tasks/Tests (SATs) are administered to pupils in Year 6, marking the end of Key Stage Two.

12.1 The Early Years Foundation Stage

The Statutory framework for the Early Years Foundation Stage (EYFS) sets the standards for learning, development and care for children from birth to five and is followed by all educational providers. At Harlyn, this stage applies to Nursery and Reception classes.

Meeting the individual needs of all children lies at the heart of the EYFS. Play underpins the delivery of the EYFS and encourages children to display the characteristics of effective learning - playing and exploring, active learning, and creating and thinking critically.

The EYFS curriculum is organised into seven areas of learning and development:

Communication and Language

- To develop their confidence and skills in expressing themselves.
- To speak and listen in a range of situations.

Physical Development

- To provide opportunities for young children to be active and interactive.
- To develop co-ordination, control and movement.
- To understand the importance of physical activity.
- To make healthy choices in relation to food.

Personal, Social and Emotional Development

- To develop a positive sense of themselves and others.
- To form positive relationships and develop respect for others.
- To develop social skills and learn how to manage their feelings.
- To understand appropriate behaviour.

Literacy

- To link sounds to letters.
- To begin to read and write.
- To have access to a wide range of books.

Mathematics

- To develop and improve their skills in counting, understanding and using numbers.
- To develop skills in calculating.
- To be able to solve simple addition and subtraction problems.
- To describe shapes, spaces and measures.

Understanding the World

- To make sense of their physical world and their community.
- To explore and observe.
- To find out about people, places, technology and the environment.

Expressive Arts and Design

- To explore and play with a wide range of media and materials.
- To share their thoughts, ideas and feelings in art, music, movement, dance, role-play, and design and technology.

Each area of learning has an Early Learning Goal (ELG) which sets out the skills, understanding, knowledge and attitudes which the children should have acquired by the end of the Reception year.

None of the areas of learning and development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development.

Ongoing assessment is an integral part of the learning and development process. Children are assessed using the Early Years Foundation Stage Profile, which is based on ongoing observations and assessments of children's learning and development in all seven areas.

12.2 English

Our aim is to build on the wealth of language which the children bring with them to school and to help them develop confidence in their use of language. We encourage children to express themselves clearly and to listen with care and respect to what others say.

Children are encouraged to take books home to share with their family. Through this we hope they will develop a love and enjoyment of books and reading.

We use a system of banded books to help the children learn to read and, as they become more proficient, they may choose their own books from our libraries.

The children are involved in writing their own stories and a wide range of other genres from the Reception class onwards. Knowledge of letter sounds, sentence construction and punctuation, and spelling rules are introduced gradually over the years. Drafting and editing work is encouraged.

We use a semi-looped, cursive style of handwriting throughout the school. By the end of Y5, most of the children will be using handwriting pens and developing their own style. Children will have the opportunity to word process some of their work on computers.

Support is provided for pupils for whom English is an additional language. We currently have a Higher Level Teaching Assistant who works with these children.

12.3 Mathematics

Considerable importance is attached to the children achieving and understanding mathematical processes, concepts and skills. A positive attitude is encouraged by presenting it in an enjoyable and interesting way. Encouraging the children to actively participate in the learning process, helps to create a sense of achievement and confidence. There is a strong emphasis on the development of mental arithmetic and for children to apply their knowledge to real-life situations through problem solving.

In KS1 and KS2, Maths is taught through a daily lesson which follows the principles of the New Maths Curriculum. We aim to develop the children's knowledge, skills and understanding of Mathematics by encouraging them to ask, as well as answer questions, and engage in both written and practical tasks, many of which are open-ended.

In all classes, there are children of differing mathematical ability. In Year 1, children are taught by their class teacher in mixed-ability classes. In Year 2 and in KS2, children are currently set in ability groups within their year, depending on the needs of each cohort of children. These groupings are flexible and children are often moved between sets. Children may sometimes be taught in their mixed ability classes if this is deemed beneficial. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. As opportunities arise children from Y5 and Y6 may participate in the Hillingdon Borough Maths Challenge, the Leeds University UK Maths Challenge and the National Primary Maths Challenge.

Work undertaken in the Foundation Stage is guided by the Early Years Foundation Stage curriculum, which is divided into 2 categories; number and shape, space and measures. They develop their problem solving, reasoning and numeracy skills through varied activities that allow them to use, enjoy, practise and talk confidently about Mathematics.

Children across the school participate in a variety of enjoyable and interactive tasks for Maths homework including worksheets, practical activities or investigations. KS1 children take home numeracy games along with Maths based worksheets to encourage them to talk about what they learnt in class. KS2 children complete their homework online using the 'My Maths' program as well as work sheets and investigations. Parents can login to their child's page and keep up to date with their progress.



SCHOOL JOURNEY GEORGEHAM



12.4 Science (and Environmental Studies)

At Harlyn we follow a carefully planned and broad science curriculum. We aim to develop the children's scientific skills through first hand knowledge and plan the curriculum so that the children are encouraged to be independent and collaborative scientific investigators. We encourage children to challenge, explore and explain their ideas. Often investigations are set in context enabling the children to access science within their own experiences.

We use our outside classrooms such as the garden and environmental area to enrich children's experiences and to encourage scientific exploration, questioning and conclusions.

12.5 Design Technology

Design Technology is a practical subject providing opportunities for all children to generate ideas and to design and make good quality products that meet a particular criteria. It is a cross-curricular subject, which draws on, and links with a wide range of subjects.

It allows them to handle a variety of materials and tools safely.

Design Technology now includes a fantastic new Food Technology room. This has enabled the children to develop their skills and knowledge in all aspects of Food Technology across the curriculum. The children have developed a deeper understanding of the preparation, cooking and health and safety within the kitchen in topics such as Healthy Eating, food from different cultures, ration book cooking and designing , making and evaluating products such as biscuits and smoothies.



12.6 Computing

The school is well equipped to deliver computing as a curricular subject, as well as using it to deliver core and foundation subjects in a more dynamic way. Our aim is to ensure that all children have equal access to the equipment and that they derive stimulation and enjoyment from working with a range of different technologies.

This is achieved through Promethean Interactive Whiteboard and at least one computer in every classroom. A set of tablets is available for use as well as a modern computer suite comprising 30 machines and a touch-screen computer .

There is peripheral equipment used to enhance the understanding of technology, including remote control toys and traffic lights in the Foundation Stage, programmable toys, scanners, digital and video cameras.

Our server-led network allows children and staff to log on personally to a vast resource bank of fun and attractive programs that help to enrich and enhance teaching in all subject areas. We have a fast Broadband connection, giving all pupils access to the Internet, supervised by staff.

12.6 History

History should inspire children's curiosity to know more about the past and help develop their questioning and thinking skills to allow them to weigh evidence, sift arguments, and develop perspective and judgement. History should provide children with a coherent knowledge and understanding of Britain's past and that of the wider world.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses;
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

We begin from the children's own experiences and progress through different historical eras following the national curriculum for history. School trips are sometimes undertaken to support and consolidate their historical knowledge, understanding and learning. Displays and class assemblies reinforce and reflect work covered.

12.7 Geography

Geography should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography should equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The national curriculum for geography aims to ensure that all pupils:

- develop knowledge about the world, the United Kingdom and their locality to include understanding of subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, involving first-hand observation, to enhance their locational awareness;
- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America;
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork to develop their understanding of geographical processes;
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs;
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Children will sometimes get the opportunity to participate in workshops and/or school visits to support learning. Year 6 children will get the opportunity to go on a residential trip to Devon to support and consolidate their geographical knowledge and understanding. Displays and class assemblies reinforce and reflect work covered.

12.8 Art

At Harlyn we encourage the children to develop their full, rounded potential by nurturing their creative talents.

They experience a wide range of artistic activities and have access to a variety of media.

The children are taught techniques to help them develop their artistic skills, knowledge and understanding in a stimulating environment.



A wide range of artists are studied across each year group.

Displays of work are seen around the school and changed on a regular basis.

12.9 Modern Foreign Languages (French)

At Harlyn the children receive lessons in French throughout Key Stage Two. The lessons mainly focus on speaking and listening activities using a range of resources. The children are also encouraged to be able to write and read words and phrases. The children will begin to learn the basics and try to recall vocabulary. Examples of topics covered by the children are: food, transport, weather, school, colours, numbers and telling the time.

12.10 Music

Music forms an important part of our school life. It interacts across the whole curriculum and children are given many opportunities to develop their musical awareness through assemblies, workshops and school performances.



All children in KS2 are given the opportunity to play the recorder and the keyboard.

The school operates extensive extra-curricular activities such as choir and orchestra.

Peripatetic teachers visit our school to teach brass, woodwind or stringed instruments (for which there is a small charge).

12.11 Physical Education

Throughout a child's time at Harlyn, he/she will participate in educational gymnastics, movement/dance lessons and games.

Swimming takes place in Year 4. Children travel to the pool by coach and receive teaching from our own staff and professional pool instructors towards Swimming Stages 1-7 and their National Curriculum Award. The most competent swimmers then work for Personal Survival, Bronze, Silver and Gold Awards.



Outdoor lessons are used to teach a variety of inter-linking skills. Both boys and girls will, at some time, have opportunities to participate in soccer, rugby, netball, hockey, playground games, cricket, athletics, tennis and rounders as part of their games curriculum.

We participate in inter-school netball and soccer matches regularly. Team practices and opportunities for others to enjoy playing, take place before school, at lunchtime and after school. Throughout the year, we take part in numerous borough tournaments/competitions.

12.13 Personal, Social, Health & Citizenship Education (PSHE)

This curriculum area focuses on personal and social aspects and is an integral part of our curriculum. Citizenship develops children's awareness of the wider community and helps them to develop as members of school, local, regional, national and global communities.

In addition to the everyday incidents that arise in school regarding relationships and feelings, we include work on hygiene, diet, safety, the working body, drug and substance abuse and sex and relationship education.



We also support the children's social and emotional well-being through the SEAL (Social, Emotional, Aspects of Learning) initiative. Each term there is a focus on a particular theme.

12.14 Sex and Relationship Education (SRE)

Sex education at Harlyn is taught as an integral part of Personal, Social, Health & Citizenship Education (PSHE). Some aspects are taught as part of the National Curriculum, e.g. Science and also Religious Education.

The aim is to offer all pupils a programme of education about human development, relationships, sexuality and family life that is developmental and appropriate to the age and maturity of the child.

Our objectives are to:

- teach Sex and Relationship Education within the framework of the family as an integrated part of our holistic approach to PSHE.
- encourage children to respect and value themselves and others.
- encourage pupils to recognise, prepare for and manage growth, development and change.
- provide a forum for sensitive discussion where ideas can be expressed and misconceptions explored.
- answer children's questions truthfully and sensitively, mindful of their age, level of maturity and background.
- develop the children's knowledge, and use, of correct terminology for body parts and functions.
- reinforce the role of parents/carers as a major influence on the growth and development of their child/children.
- develop an awareness of the value and variety of families.
- select resources with sensitivity and keep them constantly under review.

Throughout the school children's questions are answered frankly and honestly at an appropriate level. In all discussions we use the correct terminology and emphasise the love and care that is needed. Our school libraries contain simple books that deal with human development and sexual information.

Any parent who wishes to withdraw their children from Sex and Relationship Education lessons may do so by notifying the Headteacher. Should parents wish to withdraw their child from specific SRE lessons they should note that it might not be possible or practicable to send their children out of the room when spontaneous questions arise at other times. Parents of Years 5 and 6 will be informed when the more specific SRE Programme is about to start. There will be an opportunity to view the videos and discuss any concerns they may have. Parents are encouraged to discuss issues raised in the programmes with their children.

12.15 Religious Education

The school's R.E. Syllabus was drawn up with reference to the Hillingdon Religious Education Syllabus and National Guidelines, with the twin emphases of:

1. Learning about religion.
2. Learning from religion.

We aim for our children to:

- grow in self-awareness and self-respect;
- appreciate and value others in their similarities and differences;
- grow in understanding of the importance of religious belief in others' lives;
- learn about Christianity and other major faiths.

Any parent, who wishes to withdraw their child from Religious Education or Collective Worship, should contact the Headteacher and put their request in writing.

12.16 Inclusion

Harlyn is committed to Inclusion. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and background.

Our Special Educational Needs and Disability Policy (SEND) describes the way we meet the needs of children who experience barriers to their learning with the aims that:

- any special educational need is identified early;
- interventions used exploit best practice;
- teachers and parents work in partnership, taking into consideration the views of the child;
- all interventions are reviewed regularly and appropriate monitoring systems are adopted.

Additional support available to children at Harlyn may include one or more of the following:

- In-class support from a learning support assistant.
- Interventions in small groups to consolidate basic English & Mathematical skills.

- Social skills groups to help children interact in a variety of situations.
- Individual programmes of work targeting difficulties specific to one child.
- Advice or direct teaching input from specialists.
- Additional resources in the form of educational games, multi-sensory activities or visual prompts.
- ICT, English & Mathematical based programmes.
- Strategies to support parents at home.

SENDIASS, based at the Civic Centre, Uxbridge, can offer support and information to parents/carers of children with SEND. They can also offer a mediation service between parents/carers and schools if there are any concerns regarding the school's provision for SEND.

The school is fully accessible for wheelchair users.

Staff undertake training to equip them to understand and support children with a wide variety of medical and educational needs.

12.17 Pupil Premium

The school is allocated additional funds for those eligible for free school meals, Looked After Children and those from Service Families.

The funding is spent on providing additional support for these children to enable them to maximise their attainment. Funding is also spent on providing additional resources as well as paying for extra curricular activities and trips.

12.18 Gifted & Talented

Harlyn is committed to providing a learning environment that communicates high expectations and encourages all pupils to maximise their potential. We recognise that some pupils have special abilities and talents and that it is our responsibility to encourage and nurture these.

Teachers provide extension opportunities for pupils as part of their planned differentiation. Where appropriate, pupils may be set challenging individual targets within specific subject areas.

The school is involved in local networks for "Gifted and Talented" pupils and participates in a range of school, borough and national enrichment activities, such as various local traditional challenges, Hillingdon Primary Book of The Year, and Brunel University Visits.

13 In-Service Training (INSET)

Five days a year are used for staff training. In addition, our weekly staff meetings are used for developing the curriculum and staff expertise. Staff also attend courses as agreed with the Headteacher and in line with the School Development Plan.

Teachers are released to attend courses. A supply teacher or Higher Level Teaching Assistant (HLTA) will then cover the class.

14 Complaints

Our complaints policy is designed, in as far as possible, to ensure:

- all complaints received by the school are dealt with on an equal and fair basis;
- that every effort is made by the people involved to reach a satisfactory outcome to the complaint;
- that parents/carers are aware of the procedures;
- that concerns or complaints are dealt with as quickly as possible and as near to the point of origin as possible.

Procedure for Complaints:

Should any parent have a concern or a complaint, he/she is requested to use the following procedure:

- arrange to speak to the class teacher;
- if the problem is not resolved, make an appointment to speak with the Phase Leader/Deputy Head Teacher and then the Headteacher;
- if you are not happy with the outcome, contact the Chair of Governors, either in person or by letter.

If this still does not lead to a resolution of the problem a more formal procedure may be initiated by a letter to the Governing Body, which should be sent to the Clerk of the Governing Body.

If you feel your concern/complaint has not been satisfactorily resolved, you should seek further advice from the Local Authority. Contact the Head of School Improvement Service on 01895 250111 or write to him/her at The Civic Centre, Uxbridge, Middlesex. UB8 1UW.

A copy of the Complaints Policy is on our website.

15 Charging

We charge and seek voluntary contributions to finance certain school activities e.g. school visits/journeys, swimming transport and food technology.

A copy of the Charging Policy is available on the website.

16 Personal Accident Insurance Cover for Pupils

The London Borough of Hillingdon, in common with practically every authority in the country, has Third Party Insurance Policy. This means that if an accident were to befall a pupil, then a successful claim could be made if negligence were to be proved on the part of the council or any of its employees.

The authority does not have a personal insurance policy that relates to children in school. Parents, if they wish, may of course make their own arrangements.

17 Inspection

Harlyn Primary School was last inspected by OfSTED in December 2024.