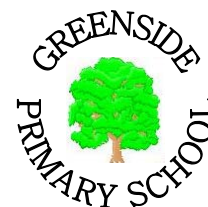


GREENSIDE COMMUNITY PRIMARY SCHOOL



SCHOOL PROSPECTUS 2012 – 2013

Working together to promote learning, develop individuals and encourage respect.





Greenside Primary School
Prospectus 2011-12

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Welcome to Greenside Primary School

Dear Parents / Carers

Thank you for choosing to read our prospectus. This booklet is intended to be an introduction to our school and the information contained relates to the academic year 2011-12. Our prospectus will provide you with essential information about our school and through it we hope that you will begin to gain an understanding of the experiences and education that we can offer your child.

We have developed a highly-motivated and enthusiastic team of staff and governors who are dedicated to ensuring that every child is provided with high quality, stimulating and challenging learning experiences which will help them to achieve high standards, develop skills for life and leave our school as achievers who value themselves and others. We view parents as partners in the educational process and appreciate your support in all aspects of school life.

The hard work of the entire staff, governors and pupils, supported by parents and the local authority was recognised by Ofsted inspectors in February 2010 when they gave us the highest rating and declared us an 'Outstanding School'. Some of the highlights in the report include:

"This is an outstanding school that provides first-class care, guidance and support which allows pupils' personal development to really flourish and enables all to achieve well."

"Parents rightly praise its 'fantastic' happy, family atmosphere. The remark, 'we couldn't have hoped for a better start to our child's education', sums up their views."

"Inspiring and imaginative teaching, combined with incisive, effective assessment and target setting have resulted in accelerating pupil progress."

"Pupils are considerate and kind and relationships are harmonious. Pupils' exemplary behaviour and excellent attendance ensure that they are able to take full advantage of the learning opportunities and experiences that the school provides."

We are delighted to have been graded outstanding but we are not standing still. There are still many targets for us to achieve and we will continue to provide exciting learning opportunities and maintain high standards in the years to come.

If you require any further information please do not hesitate to contact us. We also encourage you to arrange an appointment for a visit so that you can see our school at work and ask any questions that you may have.

Yours sincerely

Miss Dawn Foster (Headteacher)

School Contact Details

Greenside Primary School Rockwood Hill Road Greenside Ryton Tyne and Wear NE40 4AX	Headteacher: Miss Dawn Foster Chair of Governors: Mr Jack Graham Tel: 0191 4132186 Fax: 0191 4139619 Website: www.greensideprimary.org Email: greensideprimaryschool@gateshead.gov.uk
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Greenside Primary School Mission Statement

At Greenside Primary School we work together to promote learning and achieve the highest standards for every child through high expectations and high quality teaching. We provide an education that is enjoyable, inclusive, stimulating and challenging and which allows individuals to meet their full potential and develop skills for life. The school is at the heart of the community and provides a safe, secure and respectful environment which enables pupils to develop emotionally, physically, socially and academically.

About the School

Greenside Community Primary School is located in the village of Greenside, which is situated on the western edge of the Gateshead Borough, approximately 8 miles from the centre of both Gateshead and Newcastle and only about a mile from the Northumberland Border. Our school caters for pupils aged 3 – 11 years. There are currently 125 pupils on roll. The school has a mixed catchment area and is not affiliated to any particular religious denomination.

Greenside was a mining village until 1966 when the colliery closed. Although Greenside can be more accurately described as a commuter village at the present time, the school, the community centre, the churches and other groups and societies which flourish within the village itself ensure it still retains a strong community ethos.



Greenside Primary School opened in 1909. The two-storey spacious building is constructed from local sandstone. It has a number of original attractive features and utilises the hillside situation to its best advantage. The new annexe was built in 1995 and is totally compatible with the original building in terms of materials and construction. It comprises a hall, kitchen, changing rooms, offices, reception area and staff room. Garage space and lifts are provided to the rear of the new building. The original main building now houses the Foundation Stage Unit, Y1 – Y6 classrooms, a library, additional support rooms and an ICT suite. Part of the building has been converted to provide a Children's Centre satellite which opened in March 2010.

There are three hard surface play areas which include adventure playground structures and an enclosed garden leading from the Foundation Stage Unit for outdoor education and play. Although there is no field attached to the site we are fortunate to be able to use the Cricket Club field for big events such as sports day. Other local resources are also used so that pupils have a range of outdoor learning activities.

Staff

Miss D. Foster (Headteacher)

Teaching Staff

Mrs J. Woods (Deputy Headteacher)

Mrs A. Ingram (TLR)

Mrs B. Newton (TLR)

Miss R. Millman

Miss K. Logan

Miss H. Merrell



Teaching Assistants

Mrs P. Thompson (HLTA)

Mrs K. Carrick

Mrs E. Connelly

Miss K. Banks

School Administrators

Mrs C. Charlton

Mrs S. Forster

School Caretaker

Mr M. Leathard

Lunchtime Supervisors

Mrs M. Hughes

Mrs U. Chaplin

Mrs J. Gibson

Mrs C. Atkinson

School Cooks

Mrs D. Hayes

Miss V. Britten

School Cleaner

Mrs H. Vasey



Greenside Primary School Governors

Mr J. Graham (Chair of Governors)	
Dr. H. Palmer (Vice Chair of Governors)	
Miss D. Foster (Headteacher)	
Mrs. W. Edwards	Mr N. Rippeth
Mr. N. Gibson	Mr J. Robinson
Mrs. H. Graham	Mrs. K. Shields
Mr. J. Holmes	Mrs. P. Thompson
Mrs S. Noone	Mrs J. Woods

School Term Dates – 2011 / 2012

	From	To	Half Term
Autumn	Monday 5 th September 2011	Friday 16 th December 2011	24 th -28 th October 2011
Spring	Tuesday 3 rd January 2012	Friday 30 th March 2012	13 th -17 th February 2012
Summer	Monday 16 th April 2012	Friday 20 th July 2012	4 th – 8 th June 2012

Three days within the above terms are to be used for professional development. These dates are to be determined and agreed by individual school governing bodies. In addition, one occasional day within the Summer Term 2012 is to be utilised for the purpose of closure for possible election purposes, this day to be used near the end of the summer term. Please note that the half term holiday in June 2012 (one week) contains 2 public holidays on Mon 4th and Tues 5th June 2012 one of which is an additional holiday to allow the public to celebrate the HRH Queen Elizabeth II Diamond Jubilee.

School Term Dates – 2012 / 2013

	From	To	Half Term
Autumn	Monday 3 rd September 2012	Friday 21 st December 2012	29 October to 2nd November 2012
Spring	Monday 7 th January 2013	Thursday 28 th March 2013	18 th to 22 nd February 2013
Summer	Monday 15 th April 2013	Friday 19 th July 2013	27 th – 31 st May 2013 (including 1 bank holiday 27 th May)

Two days within the above terms are to be used for professional development. These dates are to be determined and agreed by individual school governing bodies. In addition, one occasional day within the Summer Term 2013 is to be utilised for the purpose of closure for possible election purposes, this day to be used near the end of the summer term.

The start of the Autumn Term 2013 is proposed as Monday 2nd September 2013.

School Sessions

The timings of the school day differ slightly according to the age of the children.

	Morning	Afternoon
Nursery	9.00am – 12.00pm	
Reception	9.00am – 11.50am	12.45pm – 3.15pm
Key Stage 1 (Year 1 and 2)	9.00am – 12.00pm	12.45pm – 3.15pm
Key Stage 2 (Years 3, 4, 5 and 6)	9.00am – 12.15pm	1.00pm – 3.25pm

In addition to the lunch break, children in Key Stages 1 have a 15 minute break each morning and a ten minute break each afternoon. Children in Key Stage 2 have a 15 minute break each morning. Children in the Foundation Stage have planned access to the outdoor environment throughout the day.

The total teaching time in school is 21 hours 55 minutes per week in Key Stage 1 and 24 hours 50 minutes in Key Stage 2.

Admissions Policy

The school has adopted the admissions policy of Gateshead Council. A full copy of the Primary Admission Policy can be found at the end of this prospectus. The Nursery Admission policy is under review and will be available from school in September 2011.



Parents may place children on our Nursery or Reception interest list at any time following their child's birth. This can be done by contacting the school office giving the child's name, address and date of birth along with a contact address and telephone number. Placing your child's name on this list does not guarantee a place as these can only be offered in line with Gateshead Council's Admissions policy but it will ensure that you are sent the relevant application information at the correct time. Parents will be sent the formal information relating to the Nursery and Reception application process in the September prior to their child starting school. If your contact details change at any time prior to intake, please update them with the school office so we can ensure you receive information.

The majority of our children join us in Nursery. We accept children into Nursery at the beginning of the term after their third birthday and children are currently offered a morning Nursery session of three hours per day which gives 15 hours per week. If our numbers increase significantly it may be necessary to offer some Nursery children afternoon sessions. At this moment in time we are not able to provide a fully flexible offer.

Children begin Reception in the September of the school year in which they are five. Once a child has a place in our Reception class, they will build up their time in school on a phased basis, attending full time by the beginning of week three of the academic year.

Visits to school by prospective parents and children are welcomed and can be made by prior arrangement with the school office. However, all Nursery and Reception parents will be invited to a pre-school visit in the term before their child starts with us. Children new to Reception will also be offered a short session in school when they will have the opportunity to meet their teacher and their future classmates.



Parents of children new to Nursery and Reception are offered the chance of a home visit by staff, when useful pre-entry information such as your child's achievements, interests, likes, dislikes and any special information can be shared. The home visit also is also an opportunity to discuss a phased induction and entry programme appropriate for your child. Settling in can take a short time or can be extended depending upon you child's needs.

Accessibility

At Greenside Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, social and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We already have measures in place to improve the accessibility of the building (including lifts, ramps and disability toilets) and plan to increase accessibility provision for all pupils, staff, parents and visitors to Greenside Primary School through our Disability Equality Scheme and Accessibility Plan, a copy of which can be obtained via the school office.

The Local Authority has made a commitment that wherever possible, children with physical disabilities will be educated in their local primary school. If shown to be necessary, and it is practicable to do so, then minor adaptations to the building will be considered by the school and the Local Authority to enable a child to attend their local school. In order that children with disabilities are not disadvantaged, the school liaises with the Local Authority when necessary in order to ensure that adequate provision is made.



School Routines

Children from Nursery to Year 2 enter and leave school via the yard adjacent to the main entrance. Children in Years 3 to 6 enter via the top gates onto the upper school yard.

Staff will be present on the playground from 8.55am to greet the children ready for a 9.00am start. Although the gates are open from 8.30am, parents are advised that children should not be in the playground unaccompanied before this as the yards are unsupervised.

During the school day the doors and gates are locked for security reasons and access to school is through the main entrance only. A security system operates on this entrance. Access is gained by pressing the bell and waiting for the school secretary to open the door. Visitors entering school need to sign in and wear a visitor's badge.

At the end of the day, Foundation Stage and Key Stage 1 staff will ensure that children are delivered to their identified adult whilst Key Stage 2 staff will accompany children onto the Key Stage 2 yard and either pass them into the care of their identified adult or dismiss them from here if their parent or carer has provided written consent that they feel that their child is mature enough to walk home alone.

Playtime supervision is carried out by teachers and teaching assistants at break times and by the supervisory assistants and teaching assistants at lunchtimes.

School Lunches

School lunches are prepared on the school premises by Gateshead School Meals Service. Copies of the menus are available for parents. The majority of children stay for a school lunch, others bring a packed lunch. At this time, no children go home for lunch. The School Office requires two weeks notice for any changes in lunch arrangements. Lunch money should be sent to school on a Monday morning in a sealed envelope or container with the child's name and the amount of money clearly marked. This should be handed in via the classroom.



Children who bring packed lunches eat these in the dining hall. As a school we have achieved the Healthy School Award which promotes healthy eating. We would ask for your support when giving children a packed lunch that it contains no chocolate bars, crisps, sweets or fizzy pop. The school will provide drinking water if required. Our packed lunch policy (available from the school office or the school website) provides good guidance for parents choosing this option and will be given to all parents who provide packed lunches at the beginning of the academic year or when their child begins packed lunches.

It is the policy of Gateshead Council that all pupils entitled to free meals should take advantage of the provision. Parents who believe that they are entitled to free meals should apply via Gateshead Council. Further details and application forms are available via the school office or the Gateshead Council website.

The children are supervised at lunchtime, both in the Dining Hall and playground by a Midday Supervisor, three Supervisory Assistants and our teaching assistants. In addition, the Head Teacher, or a senior member of staff, is on the school premises during lunchtime.

School Uniform

The school uniform is worn by pupils from Reception to Year 6 and parents are requested to support our uniform policy. The parents of many Nursery children also choose to dress them in uniform.

The uniform is as follows:

- Yellow polo shirt
- Royal blue sweatshirt or cardigan
- Grey or black trousers, skirt or shorts
- Blue and white gingham dress (summer)
- Plain black sensible shoes (no trainers)
- No jewellery other than a wristwatch
- No nail varnish or make up
- PE kit is a plain white T-shirt, blue or black shorts and a suitable change of footwear (no football strips)



Uniform bearing the school logo can be ordered from the school office. It is essential that all children are dressed sensibly for school.

Parents should provide a change of clothing for all P.E. lessons. Staff will tell the children which days they have their P.E. sessions but it is useful if PE kits are brought to school on Monday and taken home on a Friday for washing. Tracksuits or jogging suits may also be worn for outdoor games sessions.

Please ensure all articles of clothing, particularly jumpers, cardigans and school coats, are clearly labelled with your child's name. This is the only way we can ensure lost items of clothing are returned. Please also encourage your child to look after their own belongings. Your support with this will be very much appreciated.

Jewellery is not allowed in school. The only exception to this is a watch but this must be removed for PE. Children will be asked to remove any jewellery worn during the school day. It is strongly recommended that mobile phones and other communication devices are left at home. However, if brought into school, these should be switched off and handed to the class teacher at the beginning of the day. The school does not accept responsibility for loss, theft or damage to any personal items of property, clothing or jewellery.

If parents wish to have their child's ears pierced, it is suggested that this is done at the beginning of the Summer Holidays, so that by the time the Autumn terms starts, studs may be removed. Earrings in particular represent a considerable accident risk both in physical education and play and children should not wear them in school. For the child's own health and safety, they may not be able to participate in the full range of activities offered within a PE, playtime or school session if they are wearing earrings and they will be asked to remove them if worn during the school day. If the child is unable to remove their earrings, alternative activities may need to be arranged for the child and parents will be contacted to ensure that earrings are not worn in future. School staff cannot accept responsibility for the removal of earrings. Earrings must also be removed for swimming lessons according to swimming pool policy.



Parents in School

We appreciate the assistance that a number of parents give us with classroom activities within school and with visits when needed. Extra pairs of hands and ears are always welcomed with a variety of activities including mounting pictures, listening to children read, craft work and accompanying visits.

If you feel you can contribute in this way, CRB clearance will have to be sought before you begin. Please ask at the school office for details.

We also welcome parents and friends into school for regular class celebration assemblies on Friday afternoons and to other events in school. Parents are reminded that they should sign in whenever they enter the school.



We have a very supportive parents group, known as the Greenside Active Parents. They hold a weekly Friday Coffee Morning and organise a number of fundraising events throughout the school year including our successful school fairs. New members are always welcome.

The School Curriculum

For the academic year 2011-12, the school will be divided into four classes: a mixed Foundation Stage Unit (Nursery and Reception), a mixed Year 1/2 class, a mixed Year 3/4 class and a mixed Year 5/6 class. All classes are mixed ability and our class sizes average 26 children per class. Children are taught either as a whole class, in small groups and occasionally individually depending on the type of learning experience.

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness,;
- to help children to grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

The school aims to address the needs of all children, with provision for support and challenge for all abilities. The curriculum in its fullest sense incorporates all the opportunities for learning provided by the school. Ours is planned to reflect the fact that children learn best through practical activity and tasks aim to be relevant to children's



present and possible future lives. It includes specific key areas of knowledge as well as skills, concepts and attitudes that children will experience, and provides for different styles of learning. The curriculum focuses on more than simply mechanical aspects of learning to read, write and calculate. We approach these subjects in a creative way, encouraging knowledge and interest. All documents relating to the school curriculum and any published OFSTED report can be obtained via the school office.

The Key Stage 1 and Key Stage 2 Curriculum

For Key Stage 1 and Key Stage 2, the core subjects of the curriculum are English, Mathematics, Science, Information Communication technology (ICT) and Religious Education (RE). The foundation subjects are Design Technology, History, Geography, Art, Music, Physical Education (PE), Personal, Social, Health Education and Citizenship (PSHE+C) and Modern Foreign Languages (French) in Key Stage 2.

English

All children will have experience in the following areas:

- Speaking and Listening
- Reading and Writing
- Spelling and Handwriting



The Primary Framework for Literacy and the National Curriculum form the basis of our English curriculum. Literacy, guided reading and phonics / spelling sessions are taught daily. In addition to this there are several opportunities to teach and focus on handwriting within the week. Children are encouraged to communicate their ideas through speech, creative writing, and poetry and to read for meaning and enjoyment. Whenever possible, strong emphasis is placed on teaching Literacy through cross-curricular approach. Emphasis is placed upon the need to develop skills for reading both for pleasure and information.

Varied resources are employed to deliver the many facets of the English curriculum. We place great emphasis on the teaching of reading. We have invested significantly in a range of reading schemes which we organise using the Book Banding system. Letters and Sounds forms the basis for our phonics teaching. We actively encourage parents to help at home with reading and use our home/school reading books to share ideas and comments between parents and teachers. The school also has a Library that is utilised by all of the children.

Numeracy

The mathematics curriculum is delivered through the Primary Framework for Numeracy supported by the National Curriculum. Our aim is to use a practical approach to equip children with mathematical concepts and skills relevant to the world they live in. This includes the ability to solve problems, understand numbers, shape and relationships and predict likely results. A wide variety of apparatus and text material is used throughout the school. The children have a daily numeracy lesson which is supported by additional times tables, number facts and mental maths sessions.

Science

In science we follow a topic based approach to deliver the National Curriculum requirements. Through these topics children are involved in practical investigations. Individual and group skills of planning, decision-making, investigating and communicating results, as well as observing, classifying, recording, making and testing hypotheses, designing experiments and drawing information from evidence are vital to science-based activities, but also have a much wider application.

I.C.T.

The I.C.T. facilities are very good: children have access to computers both in their classroom and in the designated I.C.T. suite. The school is linked to the Internet and specific I.C.T skills are taught and used in pupils' work across the other curriculum areas. Each classroom is fitted with a computer and an interactive whiteboard.

Religious Education and Collective Worship

The school provides Religious Education and a daily act of Collective Worship. Religious Education is taught to all children (unless parents have exercised their right to withdraw their child from attendance at RE and / or Collective Worship.) The school is not affiliated to any particular denomination but follows the agreed R.E. syllabus recommended by the Local Authority. The Education Reform Bill states that all pupils should take part in a daily act of worship and that this should be “wholly or mainly of a broadly Christian character”. Children are also encouraged to have an awareness of, and sympathy with, other cultures and religions. We are also fortunate to enjoy visits from local ministers who take part in our Collective Worship regularly.

Personal, Social Health Education and Citizenship

All children take part in regular PSHE+C sessions, which are based around the development of personal, social and emotional skills and the value of healthy living. The themes are differentiated and appropriate to each year group. Opportunities are given to work as a whole class, in small groups, and individually. The children also take part in circle games, which encourage the development of self-esteem, communication skills and problem solving.



Design Technology

Technology encourages children to understand the importance of design and technology in relation to the economy and the world in which they live. It involves designing and making things then evaluating the outcome.

History

Using a variety of text material, historical artefacts, our locality, stories, poetry, pictures, festivals, the children's own lives and historical personalities, we aim to develop in our children an awareness of a sense of past and present, fact and fiction, through the passage of time.

Geography

Through Geography the children learn a variety of mapping and other geographical skills using maps, text and other materials. They also extend their factual knowledge of the local area, the European Community and other areas of the world.

Geography is also an important vehicle in developing a greater awareness in children of the richness and diversity of other cultures.



Physical Education

Children experience all elements of PE: Gymnastics, Athletics, Games, Dance and Outdoor Education. In addition, children in Year 3/4 attend swimming lessons once a week. Our work in PE is complemented by extra-curricular activities and supplemented in some areas by the work of qualified coaches.

Art

Art provides children with a variety of experiences in order that they can learn specific skills and techniques using a wide range of materials. Their own sense of originality is valued and encouraged. We draw upon the expertise of local artists whenever the opportunity arises.



Music

Children are encouraged to listen to and make music through singing and using a variety of percussion and other musical instruments. This develops their skills and a wider appreciation of various types of music. Children in Y3/4 currently received whole class violin tuition through the Wider Opportunities music scheme.

French

KS2 children are taught French regularly. School also enjoys links with Charles Thorp Comprehensive School, a specialist language college.

Sex and Relationships Education

The school has a Sex and Relationships Policy that reflects current guidelines. Parents have the right to withdraw their child from all or part of the sex education offered, except those elements taught as part of National Curriculum Science. Alternative supervision will be provided for pupils withdrawn from sex education.

Multicultural Education and Racial Equality

To reflect the society in which we live and so that our children know about and understand people of other cultures, our multicultural society is reflected throughout the curriculum, equipment and books that are used. The school has a racial equality policy and believes in providing equality of opportunity for all.



The Foundation Stage Curriculum

The Foundation Stage is the first stage of the National Curriculum focusing on the distinct needs of children aged three to the end of the Reception year in primary school. At Greenside Primary School, the Early Years Foundation Stage curriculum is delivered in a Foundation Stage Unit which combines children in the Nursery and Reception years of their education.

The Foundation Stage learning has six learning areas. These are:

- Personal, Social and Emotional Development;
- Communication, Language and Literacy;
- Problem Solving, Reasoning and Numeracy;
- Knowledge and Understanding of the World;
- Physical Development;
- Creative Development.

Each learning area has early learning goals. These set out the skills, understanding, knowledge and attitudes which it is hoped children will reach or exceed by the end of the Foundation Stage.

Children are competent learners from birth and develop and learn in a wide variety of ways and at different rates. Staff will look carefully at each child, consider their needs, their interests and their stages of development in each area and use this information to

plan a challenging and enjoyable experience across all the areas of learning and development.

This period of life is really important both in its own right but also in preparing children for later learning. From the age of three to five, children grow, develop and learn rapidly. Most children go through the same stages but each child is different. They choose their friends and develop their own preferred ways of learning.



Children aged three, four and five are constantly encountering new experiences which they try to understand. As they do so they explore the world around them, ask questions, extend their skills, develop their confidence and build on what they already know. Well planned play is central to children's learning in the Foundation Stage. That way learning is both challenging and fun.

The indoor and outdoor 'classrooms' are organised to give children plenty of space to move around, to work on the floor and on table tops, individually and in smaller and larger groups. Resources are well-organised and labelled so that children know where to find what they need and can be independent. This means adults can spend more time joining in with children's learning, extending their language and thinking and helping them to make progress. The role of the adult is crucial in supporting children's learning through planned play and extending and developing children's spontaneous play. Through this supported play children can explore, develop and use their curiosity and imagination to help them make sense of the world in a secure environment. They practise skills, build up ideas and concepts, think creatively and imaginatively and communicate with others as they investigate and solve problems.

The early learning goals are set out within six areas of learning as outlined in the Framework for the Early Years Foundation Stage. The guidance gives 'examples of what children do', which help practitioners to identify significant developments and plan the next steps in children's learning. It also gives examples of what the practitioner needs to do to support and consolidate learning and help children make progress towards the early learning goals.



Adults working in the Foundation Stage plan a wide range of opportunities for children to learn both indoors and outdoors. What they plan is based on what children already know about and can do. Plans recognise children's different interests and needs. Sometimes adults will plan activities to do with particular groups of children based on their particular learning needs and interests. Sometimes they will plan time and resources for children to

initiate and develop their own learning. Both are important. Both provide opportunities for children to learn to work together and share resources and the attention of adults.

Although the Foundation Stage curriculum is organised into six areas of learning, one experience may help develop a number of competences, skills and concepts across several of these areas. For example, in campsite role-play social, physical, language and literacy skills can be developed. This role-play also gives children the opportunity to learn more about different people in the world around them and be prepared for new experiences. Staff will ensure that every child engages in a wide enough range of activities so that all six areas of learning are covered in the course of time.



Personal, Social and Emotional Development

The children are given the opportunity to establish relationships, work alone or in small groups, to develop their own interests and independence. Opportunities are given to allow the children to show curiosity, develop an awareness of their own needs and become a valued member of our school community.

Communication, Language and Literacy Development

Each aspect of this area, speaking and listening, reading and writing, are planned for in our Foundation Stage. Children have the opportunity to communicate in a range of situations, to respond to each other and with adults. Children are given the opportunity to enjoy stories and non-fiction books, songs and rhymes. Children will see writing for a purpose modelled and are given resources to make their own marks and experiment with writing in most areas of the Foundation Stage Unit.

Speaking and Listening

The development and the use of speaking and listening skills are at the heart of all children's learning. Activities are planned which give the children the opportunity to express their needs, ask and answer questions, explain things, give instructions, retell events and stories, develop vocabulary and make their point of view. These oral skills need to be in place before a child can write a story, make a written answer to a question or write a poem.

Phonics

The English language is encoded in 44 sounds (phonemes) and represented by 26 letters in about 140 letter combinations. When appropriate, children will engage in a daily phonics session where they will learn to: identify sounds in spoken words (dog begins with d); recognise the common spelling diagraphs (train, way); blend phonemes into words for reading (b-r-i-ck); segment words into phonemes for spelling (m-a-n). These skills are practised through games such as using letter cards, sorting objects and talking and listening to a puppet speaking. Children also learn to read and spell 'tricky' words (words that can not be decoded phonetically).

Reading

The children regularly take part in whole class shared reading sessions when they all read the same story or poem, usually sitting together on the carpet. The children focus on the understanding of the text and talk about characters and setting. They predict what might happen next and invent new endings. They will join in with a repeated refrain at the beginning, increasing the amount they can read as the year goes on. They also study non-fiction texts such as recipes, labels and instructions.

Reception children will begin to take part in guided reading sessions in a small group with the teacher. The school uses a range of reading schemes and the children will start with phonic books before moving up through our Book Banded reading scheme.

Children will take part in word games such as snap, pairs and sentence sequencing activities, all of which help the learning of new words. Activities such as jigsaws and puzzles all develop visual discrimination and concentration skills which are essential in reading. Each week Reception children (and Nursery children when appropriate) take home a reading book in their book bag. It is often the book they have read in class. This gives parents the opportunity to reinforce the work that has been done and praise the child.

Writing

In the same way as reading, the children participate in whole class shared writing sessions, The teacher models the writing of different types of text such as a notice for the class shop, a letter to the bears from Goldilocks. They discuss the features of certain types of text as well as actually spelling and writing the words.

Again, there are small guided writing sessions where the children write with adult support. The children are encouraged to write independently using their phonic knowledge. They are taught to orally rehearse what they want to say before writing it down. At first they may only write the first letter of each word but soon they are writing short words. Writing activities include making labels and signs, writing recipes, letters, drawing and annotating pictures of models and maps and journeys to real and imaginary places.

Handwriting

The handwriting process begins with a range of gross motor activities to develop the shoulder muscles. In time, the children will be encouraged to develop their fine motor skills which lead into the early stages of handwriting working with a range of writing implements. Correct letter formation is important. The children are taught that capital letters are only used to begin the name of a person or place and the first word in a sentence. They are taught that all letters begin at the top except for d and e. The pincer grip and controlled fine motor movements, both essential to good writing, are constantly developed by activities such as the use of peg boards, lacing or the use of seeds and lentils in the dough area and the sticking area.



Problem Solving, Reasoning and Numeracy

Activities such as stories, songs, games and imaginative play all allow the children to experiment and develop their understanding of number, shape, space and measures. Through practical activities, the children will begin to use mathematical language in their play.

The majority of activities which take place in the Foundation Stage Unit are practically based and involve playing games with counters, cards, dice and role-play. Often there will be a problem solving opportunity.

Counting and Recognising Numbers

Children see numbers can be used as labels e.g. house numbers and ages. Children recognise numbers in their environment e.g. telephones, televisions, clocks and microwaves.

Counting involves saying the number names in order, forwards and backwards, often in rhymes and songs. The children develop the ability to count a set of objects systematically, counting sounds or movements, count in 10s and 2s. They are taught to recognise and write numbers to 10 and then beyond and use the terms such as more than, less than. They order the numbers and use the terms first, second, third etc.

Adding and Subtracting

The children learn to add and subtract through action songs such as 'Ten in the Bed'. They use objects and counters to tell number stories combining sets of objects and counting all of the objects to find how many altogether. They then begin to relate addition to counting on from a given number.

They begin to relate subtraction to 'taking away' objects from a group and counting how many are left. They can remove a smaller number from a larger one and find how many are left by counting back and eventually can do this by counting up.



Solving Problems

Children are encouraged to apply their mathematical knowledge and skills. Children can recognise and make patterns with sticky shapes, estimate how many spoonfuls of water will fill a jug and see how many buns can be bought in the baker's shop.

Shape and Space

Awareness of shape involves recognising similarities and differences and distinguishing properties of shape, handling shapes and fitting them together. Through making models in imaginative play, children will move their objects in different directions and along pathways. Arranging shapes in patterns and pictures allows them to discover what will fit together and use positional language.

Measures

Using sand, water, dough, beads, counters and other objects, the children investigate the concepts of more, less, longer, shorter, heavier and lighter. Through stories and discussions, they sequence events, talk about the days of the week, months of the year, talk in terms of today, tomorrow, yesterday and begin to tell the time on an analogue clock.

Knowledge and Understanding of the World

Children develop the skills and understanding to help make sense of the world in which they live. Activities, which are based on first hand experiences, encourage the children's investigation and exploration skills. The children are given the opportunities to problem solve, make decisions, observe and find out about their environment, people and places, different cultures and beliefs. We encourage the children to develop their ICT skills through the use of tape recorders, CD players, the computer and the interactive whiteboard.



Physical Development



Children learn through being active and interactive, providing opportunities for improving skills for coordination, control, manipulation and movement helps children develop a positive sense of well being. Children are given the opportunities to use both the indoor and outdoor space daily to develop both their gross and fine motor skills.

Creative Development

Opportunities are made for the children to explore and share their thoughts, ideas and feelings through a variety of art, music, dance, role-play and imaginative play activities. Children are encouraged to explore and experiment with ideas and materials using their senses and expressing their creativity.



Special Educational Needs Provision

In accordance with the national Code of Practice, the school may sometimes identify certain pupils as having special educational needs. These needs vary from Gifted and Talented pupils or pupils with disabilities, learning or behaviour difficulties. Children with particular learning difficulties or other special needs can benefit from specialist help. This may be because they experience particular learning difficulties. Any specialist help is given in the classroom, but there can be occasions when individual or small group work is appropriate.

For some children the school may need to involve other specialists, in a formal assessment of special educational needs. When this happens, there is always prior consultation with parents, who are involved in all assessment procedures. Parents are always regularly consulted and kept informed of their child's progress. Parents, who have concerns regarding their children's progress and development, should discuss this with the class teacher and the Head Teacher.

Extra Curricular Provision



During the school year, staff and occasionally outside coaches run a variety of extra-curricular clubs for children. Last academic year these included: dance, netball, games, art and craft, dodgeball, cookery, choir, football, fitness activities and other sports.

Children in Year 5 or Year 6 are given the opportunity to undertake on road cycle training organised by the Local Authority.

Secondary School Liaison

To ease the transition to secondary education, the children are given the opportunity to visit Charles Thorp Comprehensive School (previously Ryton Comprehensive School). Staff from our school and other schools in the Charles Thorp cluster plan a variety of activities so that children can meet their future peers and teachers. Children gain confidence and even look forward to the move having met new friends and become familiar with the new school setting.

Behaviour

Within the school's Behaviour Policy, school rules exist to ensure the safety and welfare of children and staff. Behaviour is maintained via a system of praise, reward and consequences. Consistently inappropriate behaviour is discussed with the parent and a range of procedures for reporting and dealing with bullying have been developed. School was presented with the Anti-Bullying Award during the 2010-11 academic year.

The school's ethos encourages and rewards the positive aspects of the children's work and behaviour through the school's celebration assembly.

The Head Teacher and all the staff share responsibility for the pastoral care of the children in school. If the Head Teacher is unavailable, the Deputy Head Teacher and Senior Managers take on overall responsibility.

Assessment, Monitoring and Targets

Teachers assess children continuously from the time they start school. This takes the form of informal monitoring during lessons throughout the year and termly assessments in the areas of the curriculum covered. In addition, pupils are formally assessed annually using SATs, optional SATs, the Foundation Stage Profile or the Gateshead Nursery Profile.



It is a statutory requirement that all pupils are assessed formally at the end of each key stage. This occurs by teacher assessment in Key Stage One (which is an ongoing assessment of pupils work) and by statutory assessment tests in Key Stage Two. These statutory assessment tests (SATs) are currently held during a week in May for Year 6 pupils.

Open evenings are held each term. The Autumn term meeting is to discuss how children have settled into their new classes. The Spring term meeting gives you a chance to see your child's work. In the Summer meeting, parents have the opportunity to discuss their child's annual report.

Towards the end of every school year, parents will receive a written progress report which they are able to discuss with staff at a formal parents' evening. Should staff or parents feel that there are issues to be addressed outside the timetable of these meetings then arrangements are quickly made to bring the relevant parties together to deal with any concerns.

Each pupil is set a number of targets in Literacy and Numeracy each term according to individual performance and based upon the targets set for each year group according to the national curriculum. These are discussed and agreed between the child and their teachers. Parents are informed of these targets. Progress towards achieving the targets set is closely monitored by the staff both during informal monitoring in lessons and by results of formal tests given. Pupils are kept informed of their progress and targets may be revised where appropriate.

Children entering school at Nursery and Reception level will be assessed using the Gateshead Nursery Profile and the Early Years Foundation Stage Profile during their first few weeks in school. This provides information about each child's pre-school attainment and allows the teachers to evaluate baseline abilities against national standardised criteria. Any strengths or areas of concern can then be identified and built upon or addressed quickly to ensure that each pupil is afforded the best possible start to their primary education.

Homework

Particularly with younger children, help given by parents with their children's reading is invaluable. This involves hearing them read at home, reading books with them if they cannot do this for themselves, as well as looking at, and discussing the book, its story and illustrations. Encourage your child to talk about the books they bring home. The children may also be given other tasks such as reinforcing new words learnt or practising their multiplication tables.



These are valuable pieces of homework with which you can help your child. As children move up through the school, homework becomes more formal and more frequent. Class teachers will ensure parents are aware of homework requirements.

Medical Matters

The school has three qualified First Aiders on the staff (trained in First Aid at Work and Paediatric First Aid) and, in the case of your child becoming ill or having an accident, we will contact you immediately. We ask all parents to provide us with an emergency contact number so that they can be notified in such circumstances. Please inform school if contact numbers or names should change at any time.

If children are ill, please keep them at home until they are well again or their doctor says they can return to school. This is particularly important in the case of infectious diseases.

We also ask that you do not send over the counter medicines, tablets, cough sweets or lozenges to school. Parents are also advised to administer prescribed medicines at home wherever possible. However, if it is necessary for a member of staff to administer prescribed medicines, a consent form must be completed and signed with one of our First Aiders in line with our Medication in School Policy. Likewise, a consent form must be submitted if a child is to use an asthma inhaler. Please go to the school office if this is necessary and ask to speak to Mrs Thompson, Mrs Carrick or Mrs Connelly, our nominated First Aiders, to complete a form. Inhalers will be stored for the children and they will be supervised when using them.

Gateshead Health Authority provides a school health service. Health problems, which may affect the child's well being, and progress at school, are of particular concern to the school health service but should also be discussed with the class teachers if appropriate. Routine tests of vision and hearing are carried out, as are regular dental inspections.

School Attendance

Regular and punctual attendance is crucial to each child's educational development, and at Greenside Primary School we recognise our part in helping parents to meet their legal obligations in this respect. If your child can not attend school because of ill-health, or for another reason, parents are asked to ring the school on the first day of their child's absence before 9.30am and send a note to the class teacher on their return giving an explanation of the absence. We must report individual instances of unexplained pupil absence to the Local Authority. This is then classed as 'unauthorised absence'. We are also obliged by law to monitor and report late attendance at school.

Our aim is for all children to have attendance of 95% or better to enable them to make the most of all learning opportunities. Holidays taken in term time disrupt children's learning patterns and for this reason we would prefer that holidays are taken outside of term time. It is currently at a school's discretion to grant up to 10 days holiday leave per academic year but government policy may alter in this area in the future. If families feel that they have no option but to remove their child for a holiday in term time this must be applied for via a holiday form which is available from the school office. Upon application for holiday leave, the Headteacher may be required to speak to parents about the importance of children being in school during term time.

Information on individual attendance is reported to parents on the child's Annual Report, which is sent out every year in July. Concerns throughout the year will be raised with parents and if necessary, the Education Welfare Officer will become involved to support with attendance issues.

During 2010-11, average attendance at Greenside Primary School for statutory school age children was 96.4% which is higher than national averages. The percentage of authorised absence was 3.6%. Unauthorised absence was 0%.



Safeguarding Children

At Greenside Primary School we take the safeguarding of our pupils seriously. Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to any form of abuse, staff have no choice but to follow Child Protection procedures and inform the relevant services.

Health and Safety

For the safety of our children, we would like to draw parents' attention to the following points regarding Health and Safety:

- We operate a 'no dogs' policy and would ask that you do not bring them onto the premises or tie them unaccompanied to the school fencing.
- We would be grateful if any bikes or scooters are pushed whilst in the school grounds.
- We thank you for not smoking anywhere in the school building or grounds.
- We ask you to remember that you are in a school and any form of bad language is unacceptable.
- Please do not shout or behave aggressively towards children, staff or other adults whilst on the school grounds or at the school gate.

Charging Policy

The Education Act 1988 prohibits charging for activities during school time. We aim to provide a range of activities to enhance the children's learning therefore from time to time parents will be asked to make a voluntary contribution towards the cost. No child will be excluded from an activity through an inability to contribute however, neither will any child be expected to subsidise others. In the event of insufficient contributions being made, the activity may be cancelled. A copy of the Charging and Remissions Policy is available on request.

Complaints Procedure

If parents or others have any concerns about the school curriculum or other matters, these will continue to be considered and as far as possible, dealt with in informal discussions with teachers and Head Teacher in the first instance. It is not the intention that all such concerns should be considered as complaints.

However if there are concerns that cannot be dealt with informally, then these will be dealt with according to the Complaints Policy and Procedure and Local Authority Procedures;

Stage 1 (Informal)

- "Concerns" expressed by parents and others should be discussed with those directly involved with the issue (Teacher and / or Headteacher)

Stage 2 (Formal)

- If the matter is not fully resolved it may be referred to the Governing Body for their consideration.

Stage 3 (Formal)

- If the complainant is still dissatisfied, the matter will be referred to the LA designated officer who will refer the matter to a panel of LA members.

Stage 4 (Formal)

- In the final instance the complaint will be referred to the Secretary of State for his consideration.

2011 KEY STAGE 1 COMPARATIVE RESULTS – SCHOOL AND NATIONAL

This table shows a summary of the National Curriculum assessment results of pupils in the school (2011) and nationally (2010) at the end of Key Stage 1, as a percentage of those eligible for assessment. The number of eligible children is: 10. Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	School	0	67	33	-	-	-	0	0	0
		National	3	13	66	-	-	-	18	0	0
	Girls	School	0	14	86	-	-	-	0	0	0
		National	1	8	65	-	-	-	25	0	0
	All	School	0	30	70	-	-	-	0	0	0
		National	2	11	66	-	-	-	21	0	0
Reading	Boys	School	0	33	-	33	0	33	0	0	0
		National	4	15	-	14	24	22	22	0	0
	Girls	School	14	0	-	0	14	57	14	0	0
		National	2	9	-	11	22	26	30	0	0
	All	School	10	10	-	10	10	50	10	0	0
		National	3	12	-	12	23	24	26	0	0
Writing	Boys	School	0	67	-	0	33	0	0	0	0
		National	5	19	-	23	27	16	8	0	0
	Girls	School	14	14	-	14	57	0	0	0	0
		National	2	11	-	18	29	24	16	0	0
	All	School	10	30	-	10	50	0	0	0	0
		National	4	15	-	21	28	20	12	0	0
Mathematics	Boys	School	0	67	-	0	0	33	0	0	0
		National	2	10	-	16	25	24	23	0	0
	Girls	School	0	29	-	14	14	43	0	0	0
		National	1	8	-	16	28	29	18	0	0
	All	School	0	40	-	10	10	40	0	0	0
		National	2	9	-	16	26	26	20	0	0
			W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	School	0	67	33	-	-	-	0	0	
		National	2	11	65	-	-	-	22	0	
	Girls	School	0	29	71	-	-	-	0	0	
		National	1	8	70	-	-	-	20	0	
	All	School	0	40	60	-	-	-	0	0	
		National	2	9	68	-	-	-	21	0	

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

U represents children for whom it is not possible to determine a level.

2011 KEY STAGE 2 COMPARATIVE RESULTS – SCHOOL AND NATIONAL

These tables show the percentage of Year 6 pupils achieving each level in 2011, compared to national end of key stage 2 teacher assessment levels and test results for 2010.

The number of eligible children is: 15. Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2011 and NATIONAL 2010									
		Percentage at each level							
		W	1	2	3	4	5	Pupils disappled	Pupils absent
English	School	0	0	0	7	53	40	0	0
	National	1	1	3	14	49	32	0	0
Mathematics	School	0	0	0	13	47	40	0	0
	National	0	1	3	14	46	35	0	0
Science	School	0	0	0	0	60	40	0	0
	National	1	0	2	12	49	36	0	0

TEST RESULTS 2011 and NATIONAL 2010							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered [#]	Pupils absent
English	School	0	7	73	20	0	0
	National	6	13	48	33	0	1
Reading	School	0	0	33	67	0	0
	National	8	8	33	51	0	1
Writing	School	0	13	73	13	0	0
	National	5	23	50	21	0	0
Mathematics	School	0	13	53	33	0	0
	National	5	14	46	35	0	1

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

pupils working at the levels of the tests, but unable to access them, formally referred to as disappled.



Gateshead Council Community and Voluntary Controlled Primary Schools **Admission Policy 2012/13**

We allocate places at our Community Primary Infant and Junior Schools using our policy below and co-ordinate admissions to our schools using our co-ordinated admission scheme.

The policy is as follows:

- Your child will start school at the beginning of the academic year in which they will reach the age of five. (An academic year lasts from 1 September in one year to 31 August in the following year). However in many schools the first year will include an induction period, (a period for your child to get used to school life). This period may last from September until no later than the end of the October half term holiday. Parents who wish to defer their child's entry beyond this period must make this request in writing at the time of application for admission to school. Deferred entry must not extend beyond the beginning of the term after the child's 5th birthday, or beyond the academic year for which the application was accepted. Deferred entry will be considered by us the local authority (LA) in consultation with the Head Teacher and governors of the school.
- We will accept pupils up to the school's agreed Planned Admission Number for the year group unless we feel there are lawful grounds not to do so.

Oversubscription Criteria

We will consider applications from parents who have named the school as any ranked preference on their application form. This is called the Equal preference system. If there are more applications for the number of places available at the school we will then allocate places by using the following order of priority:

1. Children in Public Care (and as deemed under Section 22 of the Children Act 1989).
2. Children who live in the school's catchment area and who will have a brother or sister at the school, or at the feeder junior school during the coming academic year.
3. Other children who live in the school's catchment area.
4. Other children who will have a brother or sister at the school, or at the feeder junior school during the coming academic year.
5. Other children who have exceptional medical or social grounds see point 1 below
6. All other children.

Point 1-We can consider exceptional individual applications, particularly in cases involving medical or social needs. If you wish to apply on medical or social grounds you must provide written evidence from relevant registered health professionals i.e. a doctor or social worker. The evidence must demonstrate why the chosen school is more appropriate and what difficulties would be caused if they were to travel to and attend alternative schools. We will not consider such applications if the relevant professional evidence is not provided. The evidence will be assessed by the LA Admission Panel. No assumption should be made that submission of the relevant evidence will, in itself, be sufficient to allocate a place.

Whickham Parochial Church of England Controlled Primary School

This school has the same oversubscription criteria as priorities 1 to 6 above except that criteria 3 and 4 above are reversed. Priority 1, 2, 5 and 6 remain in the same order however for this particular school their oversubscription criteria places priority 4 children above those children in priority 3.

Address

For the purposes of deciding whether a child lives in the catchment area of a school we will use the parent or legal guardian's address or the address of a relevant adult who has parental responsibility, as defined under the 1989 Children's Act, for the child.

Tie breaker

If, within any of the above criteria, there are more applicants than places available priority will be given to those children based on the distance they live from the school, measured 'as the crow flies' i.e. in a straight line from the centre of the home residence to the school's main entrance. Children living nearest to the school will have priority. We measure the distance using a geographical information system (GIS).

Waiting list

If places become available we will consider all relevant applications based on a waiting list. The waiting list will be maintained by the council from the start of the academic year and be kept for the rest of the academic year. All applicants on the waiting list are placed according to the admission criteria and priorities set out above. However children who are the subject of a direction to admit by the LA or who have been referred for admission and have been allocated a place through the Fair Access Protocol will take precedence over any child on the waiting list.

Important Dates

The closing date for the return of applications is Sunday **15 January 2012**.

From 10 September 2011 you can apply for a place in a reception or Junior class for admission in September 2012 by applying on-line at www.gateshead.gov.uk you must submit your application by no later than Sunday **15 January 2012**. Alternatively Parents requiring a paper application form must ensure that they request it in sufficient time for them to complete and return it by no later than Sunday **15 January 2012** to The School Admissions Team Gateshead Civic Centre, Regent Street, Gateshead, NE8 1HH.

If you live outside of Gateshead and want to apply to a Gateshead school you must obtain an application form from your own Council and return it to them by their closing date or apply through their on-line application system. However you must still consider the information in Gateshead Council's "Admission to Primary school" booklet so that you know what the admission arrangements are to Gateshead schools. This information is available at www.gateshead.gov.uk . Your own Council will send us notification of your application and they will let you know the final allocation of a school place for your child.

General Information and definitions

For information on our admission arrangements and definitions of the terms used in this policy please refer to our "Admission to Primary school" booklet for 2012 available at www.gateshead.gov.uk The co-ordinated admission scheme and Catchment areas referred to in this policy can also be viewed at Civic Centre, Regent Street Gateshead NE8 1HH and on the website above.