

# Hunslet Moor Primary School

## FAMILIARISATION BOOKLET 2025/26

**Head-Teacher:**  
Miss Hannah Darley

**School Tel no: (0113) 2717257**



### **A warm welcome to all our visitors.**

Please can you ensure that you sign in at our main office reception and collect your visitor's badge. Please spend time understanding and familiarising yourself with the important information outlined in this booklet.

We hope that you have an enjoyable visit to Hunslet Moor Primary School.

### Contextual Information

Please ensure that you obtain 'key inclusion information' that outlines specific SEND, Medical Needs, Collection of Pupil info, Permission to Walk to/from School & After School Club registers that are relevant to the class that you are taking. This will be available in the classroom stock cupboard in a yellow folder. Please spend time familiarising yourself with the needs of these children.

### DREAMS

In all classrooms DREAMS points are used to reward children who demonstrate key learning behaviours that reflect our DREAMS ethos: **D**esire to Learn; **R**esilience; **E**ngaged in Learning; **A**mbition; **M**utual Respect; and **S**elf Belief. These can be given via class Dojo. We expect all our children to be polite and helpful to new members of staff. School rules are displayed in each classroom.

### The End of the Day & After School Clubs

At 3:15pm, which is home time, children are handed over directly to their parents/carers at the doors. In years 5 & 6, some children have permission to walk home. Please check this with the Phase Leader. Some children may be attending an After School Club – these children should remain seated in class – they will be collected by an adult leading the club.

### Home Learning

Unless indicated by the class teacher, please do not set any homework.

### Marking Work

All work needs to be marked in line with the school policy before you go (using the enclosed symbols). Please sign the children's books so we know who has marked it.

### Acceptable Usage Policy & Online Safety

At Hunslet Moor Primary School, we are dedicated to ensuring that our children have positive experiences online and that their safety is ensured. As a visitor to the school, you are required to follow the Online AUP for Visitors as outlined below:

**You may have your mobile phone on you for use in an emergency. Other than** use in an emergency, mobile phones should not be used during the school day.

Memory sticks and external portable hard drives are not to be used in school or to transfer or store any personal data.

You are permitted to take photographs of children's work or children working using the school class iPad. These images should be printed or saved on the school server at the end of the school day and then deleted from the device. **Images should not be saved onto laptops or external memory devices and should not be taken off the school premises under any circumstances.**

If children are using the Internet, any website the children are using must be checked by yourself **prior** to giving the children access.

It is your responsibility to monitor children's usage of the laptops and report any incidents that may occur when you are in the classroom.

Any incidents involving online safety must be recorded via CPOMS as a behaviour concern. If you are unsure about how to do this, please speak to a member of staff who will support you with this. If you have any questions about online safety, please speak to the Computing Leader (L Strafford) who will be able to advise you.

Please ensure that the iPad, visualiser, and any electronic equipment is locked away in the appropriate cabinet or in a locked classroom cupboard at the end of the day and the laptop is returned.

## Safeguarding

All visitors must sign in and out of the school via the 'Inventory' electronic sign in at the main office reception. Your Visitor badge should be worn at all times while you are in the building.

In the event of an emergency, leave the building by the nearest fire exit, which will be identified by a green exit sign.

Please move to the designated assembly points on either KS1 playground, KS2 playground or our main school car park.

If you have any concerns regarding behaviour, child protection or safeguarding, please refer them to a Designated Safeguarding member staff.



**Mrs Lee**  
Designated  
Safeguarding Lead



**Miss Darley**  
Headteacher  
Safeguarding



**Mrs Dellow**  
Deputy Designated  
Safeguarding Lead



**Mrs Trafford**  
Deputy Headteacher  
& Online Safety Lead



**Mrs Hemingway**  
SENDCO, Inclusion  
Support Lead & Deputy  
Designated Safeguarding  
Lead



**Mrs Graham**  
Attendance, Safeguarding  
& Wellbeing



**Mrs Brooke-White**  
Safeguarding &  
Wellbeing Worker



**Miss Harker**  
Safeguarding &  
Senior Inclusion  
Worker



**Jason Waddington**  
Chair of Governors  
He can be contacted through  
the school office.



**Emma Marshall**  
Safeguarding  
Governor



**Salik Miah**  
Vice-Chair  
Safeguarding  
Governor

### **Movement through school**

All children should be escorted as they move through school and are expected to make a single and orderly line when travelling around school – keeping to the left in corridors and moving up and down staircases.

### **Fire and Fire Drills**

There is a plan in each classroom indicating the nearest fire exits.

Please assemble in your nearest designated assembly point in case of fire. There is a laminated register in each class which should be brought with you in the case of an evacuation.

### **First Aid**

There is a laminated list of first aid trained staff in each classroom. If you need support with emergency first aid then please use the critical responder or an adult/child to alert the main school office.

### **Staff Well Being**

There is one staff room on the ground floor of our KS1 corridor, near Class 2B. Toilets can be found near the main office and also on both floors of the KS2 building.

### **Registers**

We use Arbor Registration in the classroom. The register should be completed at the beginning and end of each morning and afternoon session. All registers must close promptly at 8:55am. The username & password to access Arbor will be provided by staff in the Main Office. Afternoon registration is the 10-minute period following the end of lunchtime for the Phase you are working in.

## **Safeguarding, Child Protection and Behaviour Support**

### **Classroom support**

- It is a key expectation that through the work of the teacher and support staff, children's social and emotional needs are met within the classroom environment. This is supported through our consistent use of the school behaviour and THRIVE approach and through a carefully planned 'recovery' curriculum that encourages investment in the building constructive and restorative relationships; and prioritising the SEMH needs of all learners.
- If a pupil's behaviour becomes of concern, the expectation is that these are addressed and in the first instance, contained for as long as this is safe to do so, within the classroom.
- Please see the behaviour section below for further details
- Timely, further support can then be sought through liaising with the relevant member of staff, for example, this maybe through linking with a THRIVE lead practitioner- Sarah Harker, Lucie Hemingway SENCO/Designated teacher for CLA – Hannah Darley; DSL- Melissa Lee; or a Senior Leader in school.

### **Child Protection & Safeguarding Concerns**

- In line with the Safeguarding and Child Protection Policy, any concerns relating to all aspects of a child's welfare or well-being must be acted upon promptly, without delay. Please raise any safeguarding/pastoral concerns with a designated member of staff as soon as possible (designated staff identified in this booklet).
- Please ensure that all concerns are shared and recorded promptly before you leave school for the day

## A Policy for Marking and Feedback

Our Marking and Feedback policy is based on effective Assessment for Learning and Teaching. The purposes of this policy are to inform and share expectations with all staff so that there is a clear and consistent approach to marking and feedback across school and that this impacts positively on pupil progress.

	Identifies successes including where a child has met the objective.
	Identifies where a child needs to revisit/correct work.
	Provides a next step at the end of a piece of work to consolidate/extend learning.
I	Independent work.
S	Supported by an adult.
VF	Verbal feedback during live marking.
P	Punctuation error.
SP	Spelling mistake.
^	Something is missing from this sentence.
Supply	Indicates where a supply teacher has marked work. Light touch marking from all supply teachers is required.
Revisit	Indicates that the majority of work has errors and further input from an adult (whole class/group or individual) will be required.
<b>All marking by staff must be completed in green pen.</b>	

Whole School symbols:

### Assessment of LO

- To be done in every lesson regardless of the marking method used.
- If children achieve the LO then a green tick should be placed through the objective.
- If the children **do not** achieve the objective, then the objective should be left **blank**.
- Symbols should be written at the end of the objective to show whether the work was independent or supported in any way. The type of support does not need referencing.
- Example: LO: To multiply single digit numbers.

### Light Touch Marking

Green Pen to tick successes. 

- Blue dot to highlight errors.
- Symbols in line with the marking policy either to be in the margin or at the location of the feedback.
- Light Touch Marking to be done as live marking within lessons where possible.
- Children respond to blue dots before the next lesson using a purple pen/purple pencil dot.
- Identifying any non-negotiable spelling mistakes eg homophones such as where, were, we're or their, they're, there.

### **Quality Mark**

- Yellow highlighter to mark successes in relation to the LO.
- Blue dot to highlight errors.
- Symbols in line with the marking policy either to be in the margin or at the location of the feedback.
- Next step provided to all children to consolidate or extend learning based on LO.

### **Responding to marking**

- Children must respond to marking before the next lesson commences.
- This can be done in either purple pencil/pen or by placing a purple dot next to their correction/answer to show marking has been responded to.

### **Live Marking**

- Live marking takes place during the lesson and with the children present. This can be done by either the Teacher or TA in line with the Light Touch Marking policy. Children should be given verbal feedback alongside live marking to positively impact on their learning within a session. Adults are expected to move around the room to complete this method of marking.

### **Peer/Self Marking**

- Children should always use purple pencil or pen to self/peer mark. A small tick should be placed at the side of a correct answer or a purple dot at the side of an incorrect answer.

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**Thank you**

