



**Head Teacher**  
Mrs J Lovelock

**Almond Hill Junior School**  
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Dear Parents,

As Head Teacher of Almond Hill Junior School, I extend a warm welcome to you and your child.

Almond Hill is a community school, which opened in 1957. Our school is situated close to Stevenage Old Town in a very pleasant environment. It is a mixed ability school with children aged 7 –11. In September 2017 the school entered an exciting phase of expansion with the opening of our new building Acorn House with the school increasing from 2 form of entry to 3 form of entry over a four- year period. We work collaboratively with our main feeder infant school and adjacent secondary schools aiming to provide continuity of learning in your child's education and pastoral care across the key stages.

In 2017 we were proud to celebrate 60 years of our school providing junior education in our local community and we look forward to receiving the new children who will be joining us this year and in the future.

Our school staff work as a team together to provide the best learning environment possible for your child; an environment that is most importantly safe, but is also stimulating, happy and healthy, in which your child will learn, be respected and valued. High standards of educational achievement are promoted and attained, effort and hard work are rewarded, achievements are celebrated and individual needs supported. Ofsted March 16 reported '*Pupil outcomes and pupils' personal development are good – pupils behave very well – they are happy and enjoy coming to school*'. I strongly believe this remains the same today.

We know every child coming to our school is an individual who has something to offer. It is our mission to 'Aim High'; to motivate, encourage and help all children reach their full potential during their time here, to enable them to experience success and achieve the highest possible standards in all they do. We are a school who knows what we do well and celebrates our successes and who moves forward by evaluating our work to see where can do even better.

To achieve our aims, I believe it is essential that a partnership exists between home and school and you are aware of school policy and practice. As a parent you have a vital role to play in all aspects of your child's education and we encourage close links with you to ensure you are well informed about your child's progress in both their educational achievement and personal and social development.

Our school prospectus is designed to provide new and prospective parents with information about our school. As it cannot tell you everything, please do not hesitate to ask if you require further information. We want you and your child to feel valued members of our community. I look forward to a close association with you and your child.

Yours sincerely,

Mrs J Lovelock

Head Teacher

## STAFFING

<b>Head Teacher</b>	Mrs. J Lovelock
<b>Deputy Head Teacher</b>	Mrs. E Fordham
<b>Assistant Head Teacher</b>	Mrs. H Joannou
<b>SENCO</b> (Special Educational Needs Co-ordinator)	Mrs. S Birchall
<b>School Business Manager</b>	Mrs. D Cawthorn

<b>Teaching staff</b>			
<b>Year 3</b>	Mrs. H Joannou/Mr. T Daly	Miss. R Porter	Dr. G Osborne
<b>Year 4</b>	Mrs. S Birchall/Miss. D West	Miss. L Coulter	Mrs. K Bond
<b>Year 5</b>	Miss. V Simmons	Miss. B Porter	
<b>Year 6</b>	Mrs. K Cleaves	Miss. L Andrews	
<b>PE Coach</b>	Miss. Z Garvey		
<b>Support Staff</b>			
<b>Pupil Premium Teaching Assistant</b>		Mrs. S Start, Mrs. J Hukin	
<b>Pastoral Teaching Assistant</b>		Miss. G Burgess	
<b>Cover Supervisors</b>		Mrs. M Finch, Mrs. S Lamacraft	
<b>Class Teaching Assistants</b>		Mrs. R Bell, Mrs. S McLellan, Mrs. A Hodgkinson, Mrs. H Salem Khan, Mrs. J Pridmore, Mrs. S Barker	
<b>Learning Support Assistants</b>		Mrs. K Johnson, Mrs. Salem Khan, Mrs. S Wilkinson	
<b>Administrative Staff</b>			
<b>Finance Assistant</b>		Mrs. A Patterson	
<b>School Secretary</b>		Mrs. M Jones	
<b>Receptionist</b>		Miss. K Standley	
<b>Caretaker</b>			
Mr. L Browne			
<b>Midday Supervisory Assistants</b>			
Miss Winters, Mrs Choudhury, Mrs Clarke, Mrs Cramer, Mrs Salam Khan, Mrs Wilkinson, Mrs Miles, Mrs Johnson			
<b>Cook</b>			
Mrs. T Roblett			

## **THE GOVERNING BODY**

The governing body comprises appointed, elected and co-opted governors. Governors delegate responsibility for day to running of the school to the Head teacher but they are responsible to:

- establish the aims and policies of the school;
- support and monitor the review and development of the curriculum;
- monitor standards of achievement and pupil progress;
- provide support and challenge;
- help decide the spending of the school's budget and to monitor expenditure and financial procedures to ensure best value
- monitor the condition of the school premises;
- appoint new staff;
- ensure safeguarding procedures comply with statutory guidance and monitor the safety and wellbeing of pupils and staff.

Governors are responsible for the appointment of the Head Teacher and Deputy Head. They act as a link between school, parents and the local community, promoting a strong partnership between them.

The governing body meets formally each term working closely with the Head Teacher and staff to stay well informed about the school. Regular committee meetings and link governor visits ensure governors receive up to date information on curriculum policy, progress on school development plans, standards, special educational needs, personnel and finance. The school premises are inspected every term with health and safety checks being regularly completed. As well as formal planned visits, governors also make informal visits to the school during the working day. Governors are elected for a four-year period of office. Any parent or guardian of a child at Almond Hill may stand for election, details of which will be supplied by the Head Teacher.

## ALMOND HILL GOVERNORS

<b>Head Teacher</b>	Mrs. J Lovelock
<b>Associates</b>	Mrs. D Cawthorn (Staff) Deborah Bradwell Sarah Dobbs
<b>Parent</b>	Helen Smith Kenneth Darlington
<b>Co-opted</b>	Mr. A Boakes (Chair) Mr. R Kelly (Vice Chair) Mrs. H Nash Miss. V Maddox Miss. K McDowall Miss. K Broderick
<b>Staff</b>	Mrs. E Fordham Mrs. M Finch
<b>LEA</b>	Vacancy

### THE CURRICULUM

The school curriculum is designed to cater for the all round development of the child, to develop skills, and to encourage children to enjoy learning and thereby realise their full potential.

The children are taught all of the subjects in Curriculum 14. Core subjects include:- English and Maths (taught daily) Science and Computing. Foundation subjects include:- Art, Design Technology, Geography, History, Music, Personal Social Health and Citizen Education, Physical Education, Religious Education and Languages (French).

We want children to develop key skills over the key stage, but we also want to make learning fun and memorable. We are currently developing our curriculum so we build on what meets the needs of the children in our school.

We believe that every child should have equal access to learning regardless of gender, disability or cultural background. We aim to provide equal opportunity of learning throughout our curriculum.

In addition to the outline of coverage given in this prospectus, the school website publishes a long term plan for each year group. Each year group posts a monthly report on an aspects of the curriculum children have been learning and enjoying

### **ENGLISH**

All children have a daily English lesson where they are taught skills in reading, writing and speaking and listening. Lessons are organised so children are involved in a range of whole class, small group, paired and independent activities. Children have opportunities to apply their learning in English across all areas of the curriculum.

#### **Reading**

There is a clear link between reading and writing. Once a child reads they become more aware of vocabulary and different styles of writing. Units of English may start with children closely studying a style of text e.g. fiction, non fiction, poetry and play scripts, which they may then be asked to develop a piece of writing using the same genre. Over the key stage children are taught to develop their reading skills and encouraged to read for pleasure. Children have the opportunity to read silently as well as sharing whole books in shared reading sessions. Guided reading sessions develop comprehension, inference and deduction skills. Through planned discussion, children explore characters, settings and vocabulary. Children are guided to explore the grammar, style and composition of texts. In addition to the wide range of texts children will be introduced to in their English lesson and class reading, children are guided to select appropriate books for home and personal reading either from the school's reading scheme or

from class libraries. The school promotes membership of local libraries and children are encouraged to join in school reading challenges. ***We ask parents to read with their child regularly, even when they become independent readers.***

### **Writing**

To become effective and independent writers children are given the opportunity to rehearse and develop their knowledge and skills in phonics, spelling rules, grammar, punctuation and vocabulary in different writing forms. Children study different styles of writing and have opportunities to write in a variety of genres. They are taught to develop sentence structure and composition with a strong emphasis on grammar. We provide many opportunities for writing across other areas of the curriculum. There is a strong emphasis on discussion before writing where children are encouraged to say what they want to write before doing so. Learning partners are frequently used to enable the children to plan and share ideas. Teachers 'model' writing to support the learner and the child is encouraged to draft their ideas for writing. Children are able to use 'working walls' as a reference point, these reflect the current learning in the classroom. In lessons children are provided with or may generate their own success criteria to ensure their writing includes the main features of a particular style, they may also refer to their own personal writing targets. All of these are used to support refinement, editing and improvement to a completed piece of writing. Feedback to support the development in writing is given through 1:1 conferencing and through verbal feedback during the lesson. Children are taught to edit and improve writing working through conferencing and with learning partners as well as independently.

Pride in presentation is given high priority and children receive regular practice to help them achieve a fluent, legible, joined handwriting style using the ***Nelson*** scheme.

### **Speaking and Listening**

We want children to become confident speakers and sensitive listeners. They are encouraged to question and express their opinions appropriately and express themselves creatively through drama, role play, presentations and discussion. We expect children to listen when others are talking and respond appropriately in formal situations.

### **Spelling**

There is a strong focus on teaching spelling. Phonics are taught in the lower school, building on prior learning. As children become more confident and secure with basic spellings, they are taught specific letter patterns and spelling rules and follow the school scheme to learn age appropriate spellings. Children rehearse their spelling through weekly dictation.

## **MATHS**

In every year group, maths skills are developed within number and place value, addition and subtraction, multiplication and division, fractions, measurement, geometry and statistics. Through all aspects of their work, children will have the opportunity to apply their mathematical knowledge through investigations and problem solving.

Children have a maths lesson every day. These lessons involve whole class work and direct teaching of groups covering all aspects of the maths curriculum. In every lesson, there is a strong emphasis on mental calculation and oral and practical work to develop maths fluency. There is a strong emphasis on teacher modelling and pupil use of correct maths vocabulary both orally and in written responses.

Understanding is secured through the extensive use of manipulatives and teacher models which lead pupils to using the most efficient means of calculation. In lessons each week children have a 'Magic 10' activity to secure fluency in times tables. Children are also encouraged to use TT Rock Stars to help secure tables fluency.

In the main part of their daily lesson, children may be introduced to a new topic or consolidate and extend previous work, by applying their knowledge and skills to a 'real life' context or problem. Sometimes the teacher will work with the whole class and at other times, in a more focused way with a group, while the other children work independently. Children learn to model their ideas as well as to record systematically. Additional, discrete problem solving lessons are taught regularly.

This year we are introducing Maths of the Day' linking the development of maths skills to physical activities.

The school uses a '*maths mastery*' approach to learning. All children have the same starting point and learning is broken down to a set of calculations or problems where each is progressively more challenging. Children need to show 'mastery' of the learning from each step before being able to move on, with the expectation that all pupils can achieve the level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end.

Where possible children are able to receive more immediate feedback; they may use marking stations to check calculations before moving on to next step in the lesson for example. The school publishes a 'Maths Dictionary' – available on the school website to support parents in understanding some of the maths vocabulary their child may be using.

## SCIENCE

Children have weekly science lessons. Children learn how to plan investigations and are encouraged to make predictions based on their scientific knowledge. Through practical work they develop their skills of observation, measuring and recording. They are encouraged to select their own apparatus and to reflect on the accuracy and reliability of their findings. They are taught scientific vocabulary and how to use resources safely. Herts safety guidelines are adhered to in science lessons.

In all their scientific learning children are encouraged to ask questions, test their ideas and discuss their observations and findings. Areas of study are revisited and extended over the key stage, building on children's prior knowledge and developing their skills.

The school welcomes the support of local business and our main feeder secondary schools and uses these links to support science learning.

*The school has adopted six 'Science Principles' to support learning (child speak in brackets).*

***At Almond Hill we know Science teaching and learning is good when:***

***Science is Fun – Children are engaged and look forward to Science lessons***

*(Yes! It's Science today!)*

***Children are curious because they are interested and aware that generating their own questions can deepen their understanding*** *(Children ask questions)*

***Exploration and discovery through practical, hands-on activities are the path to meaningful learning*** *(Let's investigate!)*

***Children make links to real life contexts; pushing the boundaries of what they already know.*** *("I've seen this before.")*

***Collaborative learning happens and children draw on each others' ideas.***

*('Let's try it together.')*

***Teachers are enthusiastic and enjoy teaching science.*** *("My Teacher loves Science!")*

The school achieved the 'Primary School Quality Mark' for science in 2018.

## COMPUTING

Computing is an important part of everyday life and we place high priority on the provision of resources. We aim to develop pupils computing capability so they are able to use technology to enhance all areas of their learning.

To support their learning children have access to laptops, Ipads and other media for example digital cameras, movie cameras, tape recorders. They will also have opportunities to learn about other forms of technology and how they are used in everyday life.

The school's networked access to the internet is filtered through Hertfordshire County Council so that access is restricted. Through all their learning a **very strong emphasis** is placed on all aspects of **e-safety** including responsible use of the internet. The school's **online safety policy** is published on our school website which can be found at [www.almondhill.herts.sch.uk](http://www.almondhill.herts.sch.uk). The school may publish work or photographs of children working from time to time. Full names of the children are not published and parents complete permission forms in line with GDPR regulation to give permission to publish photographs. Parents and children are required to sign **our Responsible Use of the Internet Agreement before children use the internet at school**.

## OTHER CURRICULUM AREAS

To ensure breadth in our curriculum, the school has devised long term plans for all in all other curriculum areas: Art, Design Technology, Geography, History, Languages (French), Music, Personal, Social, Health and Citizenship Education (PSHCE), Physical Education (PE) and Religious Education (RE) with many topics having cross curricular links with English and maths. These long term plans can be found on the school website.

## PHYSICAL EDUCATION

There is a strong focus on sport at Almond Hill through both PE lessons and extra- curricular opportunities. In PE lessons our aim is always to develop the physical skills of all pupils encouraging all children to improve their own performance and develop as individuals. The governors support these aims.

Throughout the key stage, children are taught all aspects of Curriculum 14, (including swimming) the importance of physical fitness in terms of physical and mental health, the importance of safety in PE lessons, the need for suitable dress, the correct use of apparatus and in the upper school particularly, hygiene, with the need to wash PE kits regularly!

The school employs a specialist PE coach for some PE lessons, to provide training and guidance for non- specialist teachers and to lead specialist programmes of PE for children with special needs.

The school offers a large range of PE clubs and programmes that provide opportunity to enjoy PE, extend skills and to offer 'tasters' to sports not included in the school curriculum. Year 6 Sports Ambassadors are appointed and receive special training. They support the PE teacher to promote and run sport clubs and to encourage active playtimes.

The school takes part in a wide range of competitive sport. In 2017/18 the school has enjoyed many sporting successes for example in athletics, cross country, golf and girls' football.

The Government provides specific funding the Sports Premium Grant for all schools. Details of the school's Sports Plan are published on the school website.

The school is a member of the Stevenage Sporting Futures Team. The aims of the partnership are to promote physical fitness and to extend children's involvement in sport. Through the school's involvement we have been able to increase the range of sporting opportunities we offer to our children. At school we have been supported by coaches from local clubs for rugby and cricket and have arranged visits to sports facilities where children have been able to sample a range of sports offered at clubs in the local community and promote membership. In addition to increasing the range of sports activities for children, the partnership also provides training for teachers and resources to support learning in school.

The school promotes health and fitness. 3 time a week all children take part in the Golden Mile and in the spring term we organise a Healthy Schools Week.

## **SPECIAL EDUCATION NEEDS**

Sometimes a child will need extra support. This may be educational (they may need more time to understand the work they are doing) or they may be 'able' and need to extend their learning. They may be experiencing behavioural or emotional problems and need support to overcome them. Children with special educational needs at both ends of the spectrum are catered for. A team of highly experienced teaching assistants support pupils in class and lead individual teaching programmes.

Children who need their work to be differentiated beyond that normally planned for the class may have an individual *Personal Plan*. These outline specific targets children are working towards and are drawn up in consultation with the child and parents to ensure learning is personalised to their individual needs. *The Personal Plan* is reviewed each term and parents are invited to contribute their views at the meeting and review progress.

The school website publishes our '*Local Offer*.' This details the provision that may be offered to a pupil at the school with special educational needs. A guidance booklet for parents to provide additional information about our provision is available from the school office.

Sometimes children need a short intervention to help them make progress in particular areas. This may be for aspects of their academic work or to support emotional or behavioural development. In this instance, parents are informed and invited to discuss the intervention with the class teacher, the teaching assistant leading the intervention or the Special Educational Needs Co-ordinator (SENCO). Sometimes children need very specific support; teachers work in close liaison with outside agencies such as the Educational Psychologist or specialist outreach teachers who provide guidance and extra tuition when needed. Any additional provision is always fully discussed with parents. All additional provision is mapped so that it is tailored to individual needs. A copy of the school's SEN policy is on the website and available from the school office.

The school's SENCO is Mrs Birchall. Parents are welcome to make an appointment to meet with her if they have specific concerns they wish to discuss.

## **CHILD PROTECTION / SAFEGUARDING**

Safeguarding has the highest priority at Almond Hill and is at the forefront of all we do. The school is committed to the safety of all pupils and staff.

All of our children have the right to be safe and happy at school and it is our responsibility to try to make them feel that way. All adults working in school are subject to DBS clearance and appointments follow the school's safer recruitment policy. Safeguarding is discussed regularly at staff meetings and there is an expectation for all staff to be highly vigilant.

All staff undertake safeguarding training on appointment, statutory 3- year update and annual school update. The governing body has appointed a named safeguarding governor and there is a governor safeguarding working party that meets half termly to regularly monitor all of the school's safeguarding procedures. Annually the school invites an annual external 'Herts for Learning' review of school procedures to ensure the very best practice is maintained. Our monitoring involves all of our stakeholders and covers all aspects of our provision as well as statutory responsibilities. The school's Child Protection Policy and Whistle Blowing Policy are published on the school's website.

All of the school policies support our safeguarding practice but we believe that our effective safeguarding is achieved not only policy documents but through our daily actions and building strong relationships with our children so we know them well and they all feel confident to build trust in the adults they work with.

All schools have a clear responsibility placed on them by the Children Act 1989 and guidance from the Department for Education and Skills to safeguard the welfare of all their pupils. In doing so, schools are expected to consult with Children's Services if they believe there is a possibility that a child may be suffering from abuse or neglect. A referral to Children's Services is not intended to be an accusation of any particular action or against any particular person. It

is the reporting of concerns that have come to the school's attention. This is in accordance with Hertfordshire Area Child protection procedures.

Almond Hill Junior School has a Child Protection Policy and follows safeguarding guidance from other key documents e.g. Keeping Children Safe in Education all of which are available for parents/carers to see. The Child Protection Policy is published on the school website.

Mrs Judith Lovelock is the Designated Teacher for Child Protection. In her absence Mrs Fordham and Mrs Birchall deputise in this role (their photographs are published at the main office entrance). They will be happy to discuss any questions or concerns parents/carers may have about child protection policy and practice. The appointed governor for Child Protection is Mrs Michelle Finch and the school Safeguarding governor is Mr Andrew Boakes.

### **SEX AND RELATIONSHIPS EDUCATION**

The school has a policy for teaching sex and relationships education, available from the office and is published on the school website,

Learning takes place through a spiral curriculum, where topics are revisited in each year group so the subject matter is suitable for the age and maturity of the child. The school uses the series 'Living and Growing' to support learning. Parents are invited to attend a sex and relationships workshop to view these resources annually. Sex and relationships education is taught in the context of family life.

The school will provide information to parents on request. Any parents who wish to exempt their child from this instruction should contact the Head Teacher.

*The school will be reviewing the Sex and Relationship policy and curriculum during 2018/19.*

### **RE**

Religious Education follows the framework of the Hertfordshire agreed syllabus. Children learn about the faiths of people from different religious beliefs. Children are taught about religious leaders, places of worship and important festivals to gain an understanding of what is involved in belonging to a faith community.

Our scheme of work ensures that children study Christianity in all year groups and have the opportunity to learn about the major world faiths of Judaism, Sikhism, Islam, Hinduism and Buddhism through the key stage. Children learn about religion in a variety of ways; through stories, music and drama, through visits to places of worship and through the use of artefacts. We encourage visitors from faith communities to come and talk to the children to provide first hand experiences and for children and parents to support learning by sharing and talking about aspects of their own faith e.g. their celebration of major festivals.

We aim to help children learn from religion. Every opportunity is taken to encourage children to think about and develop their own beliefs and values, to voice their opinions and respond to the views of others and to respect beliefs of others in our society.

### **COLLECTIVE WORSHIP**

It is a legal requirement that pupils take part in a daily act of worship. In accordance with the Education Reform Act (1988) our assembly is "wholly of or mainly of a broadly Christian character".

School assembly is an important part of daily school life each day the whole school or classes meets together as a community. We listen to stories, celebrate special events, celebrate our achievements and think about issues that affect our school, ourselves as individuals and the characteristics our school community values for example good manners, perseverance and kindness. We reflect together in prayer or quiet thought. Each week, we have an 'Achievement Assembly' where examples of good learning and individual efforts are celebrated.

The legal rights of parents to withdraw their child from both RE and Collective Worship will be maintained. If you wish to exercise this right, or discuss any concerns please contact the Head teacher.

## **BRITISH VALUES**

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At Almond Hill Junior school these values are reinforced regularly and in the following ways:

### **Democracy**

Democracy is strong within the school. Pupils have the opportunity to have their voices heard through our School Government and pupil questionnaires.

### **The Rule of Law**

The importance of laws and rules, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies. Children contribute to establishing class Code of Conduct and rewards and sanctions are consistently applied through the school's behaviour Policy. The school's Learning Behaviour Reward scheme involves every child in proactively demonstrating positive learning behaviour on a daily basis and taking responsibility for their actions.

### **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Computing and PSHCE lessons.

### **Mutual Respect – values and manners**

Our school ethos and behaviour policy is supported by teaching whole-school values. There is high expectation for good manners to be exhibited in all aspect of school life. It is our policy to treat others as we would wish to be treated ourselves.

### **Tolerance of those of Different Faiths and Beliefs**

Assemblies and discussions and learning in RE and PSHCE help children learn about our diverse society.

## **School Values**

Below is a list of the values we believe we should all demonstrate, promote and celebrate as part of everything that we do at Almond Hill Junior School.

### ***Our monthly values for focus 2018/19 are***

<b>September</b>	Challenge
<b>October</b>	Beauty
<b>November</b>	Peace
<b>December</b>	Fairness
<b>January</b>	Learning
<b>February</b>	Love
<b>March</b>	Responsibility
<b>April</b>	Loyalty
<b>May</b>	Leadership
<b>June</b>	Citizenship
<b>July</b>	Achievement

## **ASSESSMENT FOR LEARNING**

A continuous process of assessment enables teachers to plan work matched to the child's ability and to set targets and challenges for further development. Assessment may be formative: to plan the next stage in learning; diagnostic: to identify strengths and weaknesses; or summative to summarise levels of achievement.

Children receive regular feedback from their teachers about their progress and are encouraged to evaluate their work through self and peer assessment.

At the start of a lesson the '*learning objective*' is shared with the children to explain the focus and context of the learning.

e.g. Focus : I can use time connectives. Context : Instructions for Making a Sandwich.

Independent work may be supported by '*success criteria*'. Success criteria provide prompts children can refer to whilst working to remind them of the elements needed to accomplish their task successfully.

### **Verbal / Written Feedback**

We believe the best feedback is as immediate as possible and verbal in the lesson or individual through conferencing and where possible teachers provide this to children on a daily basis. We teach children to be reflective of their own learning and teach them how to edit and improve their work and the importance of verbalising and explaining their thinking.

Teachers will work with children in a variety of ways to provide feedback during lessons; they will also review all outcomes of pupil work at the end of a lesson to inform their planning. Sometimes the teacher will make a written comment in a child's book or provide a guided task/model or writing frame to help a child secure a skill or move their learning on.

Our Feedback policy can be found on the website.

### **Learning Partners**

Within daily classwork children will spend some time working with a learning partner. Learning partners are selected randomly and change every one or two weeks. Learning partners are used to engage all pupils in focused discussion about their learning – they talk to their partner to share ideas and/or to work collaboratively. For example they may discuss what they think about a piece of writing they are studying, they might work on a problem together or they might work together to create a descriptive sentence. The use of learning partners ensures all pupils are actively involved and able to contribute their ideas to the learning taking place.

## **ASSESSMENT**

Parents are invited to parent consultation evenings in the autumn and spring terms. At these meetings, teachers discuss a short written report of the child's progress and effort in their work and their attendance. A detailed written report is sent to parents in the summer term. Children also contribute to their annual reports.

Standard Assessment Tests are administered at the end of Key Stage 2 (Year 6) in Maths and English. Formal tests are marked externally. In other year groups the school uses teacher assessment combined with age appropriate assessment materials and some additional published standardised assessment materials.

## **ADMISSION POLICY**

The Governors of Almond Hill Junior School have adopted the Criteria of Primary Admissions: County and Voluntary Controlled Schools as advised by the L.E.A.

As a general rule admission is considered to be at the start of the autumn term following the end of compulsory Key Stage 1 education. Pupils who attend the Letchmore Infants and Nursery School will have an overriding priority for

admission into Almond Hill Junior School.

Request for admissions during a school year will be considered at the time and will be subject to the same criteria as children transferring from Key Stage 1 schooling.

Almond Hill Junior School will admit children up to its standard number. Once this number has been reached places will be allocated by reference to the following criteria:

A child will be admitted if:

- the age group into which the child lawfully enters has an average class size of less than 30
- the class size is more than 30, but the Head Teacher and the Governors agree that the class can be enlarged without adverse effect on the children already in that class.

### **ATTENDANCE AND PUNCTUALITY**

Under the Education Act, a pupil is required to attend regularly at the school where he/she is a registered pupil. Regular attendance and prompt punctuality supports pupil progress and at Almond Hill we strongly promote this expectation.

The school is obliged by law to differentiate between authorised and unauthorised absence.

A letter or telephone message from a parent does not in itself authorise absence. Only if the school is satisfied as to the validity of the explanation offered by the letter or message, will the absence be authorised.

If your child needs to be absent, please contact the school on the first day before 9.00am.

If you do not contact the school we will try to contact you by phone to ask the reason for absence. If we are unable to contact you by phone we will continue to try to contact you and this may involve a visit to your home by a senior member of staff.

If your child returns to school without a reason for absence, the school will send a letter asking for parents/carers to confirm the reason for absence, which should be returned to school the following day.

If no reason for absence is received, the absence will be recorded on your child's records as an 'unauthorised absence'.

Absence from school will be authorised if it is for the following reasons:-

- sickness;
- unavoidable medical or dental appointments;
- days of religious observance;
- exceptional family circumstances, such as close family bereavement.

#### **Unauthorised Absence**

All absence is rigorously monitored by senior leaders in the school. If your child's attendance drops to 90% or below you will be contacted and invited to discuss the absences with the Head teacher, Deputy/Assistant Head. You should expect to be asked to provide evidence from a medical professional to prove that your child has an ongoing medical condition, or to be invited to discuss any exceptional circumstances with the Head Teacher.

**The school will refer any unauthorised attendance or persistent absence and lateness to the school Attendance Officer. If the school has no information regarding a child's absence a referral will be made to Children Missing in Education.**

#### **Holidays in Term Time**

Along with all schools in Stevenage, Almond Hill Junior School does not authorise holidays in term time. If you take your child out of school during term time it will be recorded as an unauthorised absence. Over 10 days unauthorised absence across a year will attract a fixed penalty notice. **Any application for holiday leave during term time must be made using an application form which must be submitted to the office.**

### **Fixed Penalty Notice**

If your child reaches over 5 days unauthorised absence, you will receive a letter warning you that you are at risk of receiving a fixed penalty notice. The penalty notice requires you to pay a fine of £60.00 within 21 days. If this fine is not paid within the time limit the penalty rises to £120.00 which must be paid within 21 days. If payment is not received you will be liable for prosecution for the offence and could be subject to a fine of up to £1,000.00.

**Medical appointments** should be made **outside** of school time. Where this is not possible your child should attend school **before and after** the appointment. When your child is absent from school an explanatory note or telephone call must be made to the school. If your child is absent please contact the school office on **01438 233660** or e-mail [admin@almondhill.herts.sch.uk](mailto:admin@almondhill.herts.sch.uk) before 9.00am.

**Punctuality is very important throughout life. Work starts at 8.55 am, so please ensure your child arrives by 8.50 am.** Just think if your child was late by only 10 mins each week they would lose an hour of their schooling every week!

**Children must not arrive at school before 8.45am. The school playground is not supervised before this time.**

Registers will be completed each day at 9.00am and 1.15pm. A child who arrives after the register has closed at 9.05 a.m is deemed as being late and arrivals after this time without adequate explanation will be classed as an unauthorised absence. Children arriving late must do so via the main entrance and sign in.

Authorised absence for the school year 2017/18 was 3.8%

**AT ALMOND HILL JUNIOR SCHOOL WE ASPIRE TO ALL CHILDREN HAVING 100% ATTENDANCE.**

Attendance falling to less than 90% shows a serious risk of underachievement and even attendance falling to 95% may present a risk of underachievement. When looked at in terms of time lost 90% attendance means that half a day a week is missed or 4 weeks missed over the course of a school year or half a year missed over your child's' time at primary school!

**100% attendance gives your child the opportunity for the greatest achievement!**

### **CHARGING**

The school is committed to ensuring equal access to the curriculum for all pupils. The policy for charging for school activities by the Governors of Almond Hill Junior School is as follows:-

#### ***Activities for which charges may be made***

##### **Activities outside school hours**

Non-residential activities which take place outside school hours will be charged for.

##### **Residential activities**

Board and lodging costs (but only those costs) of residential trips deemed to take place during school time. However, pupils whose parents are in receipt of certain benefits may not be charged for board and lodging costs. Voluntary contributions are sought to offset the cost for all residential trips and associated activities. Activities may be cancelled if insufficient voluntary contributions are received.

##### **Other Activities**

Charges will be made for ingredients/materials for products in technology.

Charges will be made for music tuition. A charge will be made for individual and group instrumental tuition whether provided within or outside of school hours. It will also be charged for whether or not it forms part of the syllabus for a prescribed public examination or part of the National Curriculum. The school operates a remission scheme.

Charges will be made for hard copies of information requested under the Freedom of Information Act 2000 and for postal charges.

Parents will be asked to pay for the cost of replacing for example, a broken window or a damaged textbook when this is the result of a pupil's behaviour.

### **Contributions**

It is the policy of the governors to request voluntary contributions to help offset the cost of transport and admission costs and insurance costs for day visits and swimming, theatre in school, visiting musicians, authors or other outside agencies. No child will be excluded from these activities through non-payment of a voluntary contribution. Activities may be cancelled if insufficient voluntary contributions are received.

### **Additional Considerations**

The governing body recognises its responsibility to ensure that the offer of activities and educational visits does not place an unnecessary burden on family finances. To this end we will try to adhere to the following guidelines:

- we have established a system for parents to make contributions in instalments
- when an opportunity for a trip arises at short notice it will be possible to arrange to contribute by instalments beyond the date of the trip

## **COMMUNICATION WITH PARENTS**

In addition to a range of information that is published on our school website, the school publishes a weekly newsletter on Wednesdays.

The school uses the School Gateway text and e-mail service which will allow you to receive messages from the school and for you to be able to reply to those messages. This system allows for message to be sent in a cost effective way. Please support the school by downloading the app so messages can be sent to you free of charge. If you already use School Gateway to make payments then there is nothing else you need to do.

If you haven't yet activated your School Gateway account it is quick and easy to do. All you need are your email address and mobile number that school holds on record for you.

Download the app: If you have a smartphone, please download School Gateway from your app store (Android and iPhone).

Visit the website: [www.schoolgateway.com](http://www.schoolgateway.com) and click on 'New User'. You'll receive a text message with a PIN number. Use this PIN to log into School Gateway.

We're aiming to get 90%+ parents using the School Gateway smartphone app – please help us achieve this target. If you're having trouble logging in please contact the school office.

All other information and letters are published on the school website and the main notice board at the main entrance. We aim to inform parents of events in the school calendar as soon as possible. Parents should be aware the school itself sometimes has limited notice of activities pupils are invited to take part in. The school also has a Twitter feed which is linked to the school website. We aim to keep our parents fully informed of curriculum developments and events. Letters will be issued with details of specific events and these will also be published on the school website for reference.

Should you ever have any queries or problems relating to your child at school, we believe it is very important that they are resolved quickly. Parents are encouraged to make an appointment with the class teacher. Should you have continued concerns, please make an appointment with the Deputy Head (upper school) or Assistant Head (lower school). If an issue is still not resolved please make an appointment with the Head Teacher.

The head teacher hosts half termly Parent Forum where school policy and new initiative can be discussed.

**There may be occasions when we need to contact you urgently. It is very important that the office has details of how you may be contacted during the day and an emergency contact number.**

### CYCLING

We encourage children to cycle and 'scoot' to school. Children who have **passed** their 'off road' and 'on road' cycling proficiency tests may ride their bikes to school independently. Training is organised for children in Yr. 5 in the summer term. Parents are asked to contribute to the cost of this training. **Any other child riding to school must be accompanied by an adult.** To ensure the best possible road safety, any child riding to school **must wear a cycle helmet** and parents need to regularly check the size and condition of the bike. Cyclists must dismount before entering the school. Bikes are stored in the cycle shelter and need to be padlocked. The school cannot accept responsibility for loss or damage to cycles.

### EMERGENCY PROCEDURES

Although the need to close the school at short notice is a very rare event, there are procedures in place for such circumstances. Should there be a need to evacuate the school site, children would be walked to Letchmore Infants' School or, if this was not possible, The Barclay School from where parents would be informed and asked to collect their child. If it were necessary to close school before the start of the day, staff would inform parents dropping off their child and take those already arriving to a safe area, from which they would be walked to Letchmore Infants'. The parents of those children would then be contacted. In such circumstances parents should only take their own child home or those they are responsible for at the time and not assume responsibility for any other child. In such circumstances, children who walk to school independently should not return home alone or go home with a friend. They should continue to school, where on approach they will be met by a member of staff who will seek to escort them to a safe area and follow the procedure outlined above. Should the school be closed due to bad weather, parents are asked to check staff have arrived at school before dropping off their child. It is vital the school has up to date emergency contact numbers for all parents. The school will endeavour to keep parents up to date on any issues regarding a closure via Schoolcomms and the Herts County Council system (Everbridge).

### EQUIPMENT

The school expects children to have a pencil in the lower school and a blue handwriting pen in the upper school. Pencils and preferred pens are on sale from the school. It is useful for children to have a reading book bag to carry school reading and homework books. **Children may only bring book bags for their equipment as our cloakrooms have restricted space.** Children will need a small PE bag for kit. It is our policy for children to be able to drink during the school day and children may have a water bottle with them.

### EXTRA CURRICULAR ACTIVITIES

At Almond Hill we believe in the all round development of the children and aim to provide a wide range of activities to encourage this. Many clubs are organised by teachers, parents and through our links with the Sporting Futures Team after school and at lunchtime. Some clubs are arranged through external providers.

Last year clubs included:

Zumba	Girl/boys football	Dance	Home learning
Cookery	Art	singing	Fitness
Maths	Drama	Relaxation	Gardening

After school clubs run between 3.15pm and 4.00pm. A register is taken at the start of each club and children should inform the club teacher if they are going to be absent. For children in school teams, matches are arranged after school. School concerts and plays are organised on a regular basis and rehearsals for these take place after school. Details of clubs will be published to parents and children at the start of each term.

Day outings to places of interest are arranged to support studies in the classroom. This year visits included The Tower of London, the British Museum and St Nicholas Church.

School journey is regarded as an important feature in a child's development. In Yr. 6 children are offered the opportunity to go on a residential journey. Currently, Yr. 6 have the opportunity to stay at Grafham Water for three days outdoor and adventurous activities.

The school regularly consults with parents about the provision of day and residential trips, mindful of the economic situation.

### **FREE SCHOOL MEALS**

All schools receive funding for pupils in receipt of free school meals. Details of how this funding is spent and the impact of this spending is published on the school website.

It is easier than ever for families to apply for free school meals. Applicants do not usually need to provide paper proof of benefit and there have been significant improvements to the renewal process, so that all the checking goes on in the county council without the need to ask parents to renew.

If you think you are entitled to free school meals then you can apply online at [www.hertsdirect.org/freeschoolmeals](http://www.hertsdirect.org/freeschoolmeals).

### **FREEDOM OF INFORMATION ACT**

Information is published on our school website or is available on request from the school office (charges may be applicable).

### **HOME LEARNING**

We believe it is important for children to do some home learning every day to support learning in school, extend learning and to enable children to undertake personal research. The school recognises that parent view of Home Learning will vary. Our policy has taken note of the very wide range of parent views with aim to providing a balance. Weekly Home learning is given to children on Thursday and returned to school on Tuesdays. Information regarding home learning will be issued at the start of each term.

We expect children to read with an adult regularly, every day if possible. Reading with an adult is vital even when your child becomes a fluent reader. Please continue reading to them even when they become independent readers so they have opportunity to discuss the text they are reading. Whilst children will have favourite authors, please encourage them to read a range of genres. If your child is reluctant to read- encourage reading from any (age suitable) material e.g. newspapers, magazines, adverts, instructions on packaging etc. The school promotes the national annual Summer Reading Challenge organised by local libraries and arranges its own reading challenge annually.

If a child does not complete their home learning on a regular basis they may be kept in for a short while during a lunch time to do so.

**If your child experiences any difficulty with their home learning, we ask you to inform the class teacher.** We do not expect children to struggle on with an activity they are not fully sure of. If you have given your child significant support with their home learning, please put a note in their home learning book if you are not able to speak directly to the class teacher.

You can help your child with their home learning by:

- providing a quiet working place;
- setting a regular time for home learning;
- taking an interest, but letting your child do the work herself or himself;
- letting us know if your child has a problem with the work.

The school seeks to help parents to support their child's learning at home and regularly offers workshops and information meetings to keep you fully informed of current practice.

## LEARNING BEHAVIOUR REWARD SCHEME

We aim for our children to have very high standards of learning behaviour and high standards of manners. We want our children to 'Aim High' not only in their academic work but in their attitude to learning and aspirations for their future.

To support children to reach these high standards, the school encourages children to develop a 'growth' mindset. This means we want children to realise that their talents and abilities can be developed through determination, consistent effort and perseverance. In other words they can '**grow their brain**' by working hard.

We do not want our children to have a 'fixed' mindset and believe their talents and abilities are already decided when they are born. We want them to understand that we learn from our mistakes and getting things right all the time is not an indication of being 'clever'! Getting things right all the time means we are not really being challenged!

We want children to know about the attitudes that contribute to being successful learners. To support this, one of our teachers has written a story that helps to explain all the different aspects of learning we try to develop through our daily work and play. This is published on the website.

Each year group have specific aspects to focus on and these increase as children get older.

Year 3 – 'have a go' – 'concentrate' – 'enjoy learning' - leads to a 'Good Learner' award.

Year 4 – 'have a go' – 'concentrate' – 'enjoy learning' – 'be cooperative' – 'don't give up' - leads to an 'Excellent Learner' award.

Year 5 – 'have a go' – 'concentrate' – 'enjoy learning' – 'be cooperative' – 'don't give up' – 'keep improving' – 'be curious' – leads to an 'Outstanding Learner' award.

Year 6 – 'have a go' – 'concentrate' – 'enjoy learning' – 'be cooperative' – 'don't give up' – 'keep improving' – 'be curious' – 'use your imagination' - leads to a 'Learning Ambassador' award.

As staff notice children displaying these aspects of their learning behaviour in their daily work and play, they are rewarded with stickers. Each child has a learning behaviour record where the stickers are collected. As children show that these aspects of learning are becoming embedded in their daily learning they receive special awards that are presented in assemblies, the third of which parents are invited to. Once the award has been achieved they can support others and represent the school in a variety of ways.

## MEDICAL

When children enter the school, parents are asked to complete medical details on the child's admission form.

**We do not administer medicine to children unless prescribed by a doctor for a prolonged period e.g. more than 7 days.** Where medication is prescribed for a long period parents are asked to complete a '*permission to administer*' form. Medication must be delivered to the school office by an adult where it will be locked and administration logged. Longer term medication needs will require a Health Care Plan drawn up in consultation with parents and medical professionals.

**Children who suffer from asthma should have their inhalers with them in the classroom at all times. Parents are required to complete an authorisation form for this. Parents are responsible for ensuring their child has their inhaler and that the medication is in date. We are unable to take a child out of school e.g. swimming, school visit if they do not have their inhaler with them.**

Recognised personnel administer first aid in school. If your child has received first aid during the school day involving a bump to the head they will be issued with a sticker and a letter (on orange paper) so you are aware. Parents are always informed if more than a minor first aid injury has occurred.

We feel that you as parents are in the best position to judge if your child is unwell and needs to be absent from school. It is very important for parents to inform the school if their child is absent for medical reasons.

Details of isolation and incubation periods for infectious and contagious diseases are available from the school office. If your child is well enough to attend school and you wish them to stay inside at playtime we appreciate your sending a letter or doctor's certificate.

Head lice are common among children and clean, tied back hair is not immune. It is important that parents carry out regular checks on their child for head lice. Leaflets containing advice are available from the school office. **If a child has live head lice, we ask parents to collect them so they can be treated.**

The school nurse team can be contacted at Hertfordshire Community NHS Trust, Robertson House, 6 Hills Way, Stevenage SG1 2FQ Tel: 01707 252465.

### **MOBILE PHONES**

School policy allows for children in Yrs. 5 and 6 to bring a mobile phone to school for safety reasons, if they travel to and from school independently. Mobile phones must be switched off whilst on school premises and not be used during the school day. Pupil mobile phones must be stored in the class phone box and handed in to the class teacher at the start of the day. The school does not accept any responsibility for loss or damage to the phones. Children are not allowed to take mobile phones on school trips and residential visits. We ask adults not to use mobile phones on school premises.

### **MUSIC LESSONS**

For those who wish to take up an instrument to further their learning, lessons are available for which a charge is made. These lessons may include: flute, guitar, violin, recorder and there is a large uptake for them. All music lessons at Almond Hill combine learning with enjoyment. Music features regularly in weekly assembly, and special music concerts which are held to celebrate the children's achievements. Parents pay for music lessons unless they are exempt (see remissions) and are expected to make a commitment of at least a year's tuition.

### **PARKING / PEDESTRIAN ACCESS**

As part of Hertfordshire 'Safer Routes to School' scheme, safety features have been installed around the school entrance. In the interests of the safety of all our children, **we expect you** to observe the parking restrictions when dropping off or collecting your child in a car. Please can you make your child aware that the raised area outside of the school is **not** a pedestrian crossing.

At the start and end of the day, gates are unlocked to allow pedestrian access to the school. From the Rectory Lane approach, a pedestrian path leads children entering school from the entrance gate to the playground area and classrooms.

From the Weston Road approach a pedestrian gate leads to the Year 3 classrooms and other areas of the school. A separate, controlled, pedestrian path leads visitors, parents and pupils to the main entrance for access during the school day.

The school entrance is very busy at the start and end of the school day. Please will parents ensure younger children are properly supervised at all times in these areas and when younger pupils accompany parents to watch sports matches after school.

The school has a 'drop off' facility for vehicles. There are some car parking spaces in this area. If you park to drop off or collect your child, please get out of the vehicle with them and guide them across the pedestrian crossings into the school. If you do drive to school please do so safely and please respect our neighbours in adjacent street so their access is not restricted.

**Our School Travel Plan promotes walking and cycling to school and we encourage parents to support our target to reduce car travel.**

## PARTNERSHIP WITH PARENTS AND THE COMMUNITY

At Almond Hill we seek to work in partnership with you to ensure you are well informed about all aspects of the school and your child's learning and progress. Almond Hill has a Home School Agreement which outlines what the school expects to provide for each pupil, what parents will try to do to support their child and the school and what pupils will try to do to support their own learning. We ask all parents and children to join us by signing the agreement as they join the school. We believe the agreement unites school, parents and children.

### **To keep you well informed about your child's learning, we:-**

- Invite you to a formal parent teacher interview twice each year.
- Provide you with an annual written report in the summer term.
- Invite you to view your child's work at any time after school.
- Invite you to open mornings to see your child's classroom and work
- Invite you to attend our class assemblies.
- Invite you to contribute to school self-evaluation.
- Invite parents of children with special educational needs to review meetings every term.
- Invite you to a Parent Forum every half term and to workshop that explain aspects of school policy and developments
- Publish information about what your child has been learning about
- Publish a weekly newsletter to inform you of school events and diary dates.
- Welcome parental help which is highly valued and we encourage volunteers to support a range of activities in the classroom (*subject to safeguarding checks*).
- Publish a wide range of information on our school website [www.almondhill.herts.sch.uk/almondhill](http://www.almondhill.herts.sch.uk/almondhill).

## PARENT SUPPORT

'*Friends of Almond Hill*' are a group of parents who are interested in supporting school events and fund raising activities. The group is firmly established and warmly welcomes all new parents, either on a regular basis or to help out on occasions. They meet regularly each half term to discuss plans for forthcoming events. Information regarding events and meetings are published in a newsletter to parents. We particularly welcome new parents and any parent is welcome to join our half termly planning meetings. FOAH funds a wide range of resources, activities and visitors for our children that support both learning and recreational activities.

## PASTORAL CARE AND DISCIPLINE

We have very few rules at Almond Hill and those we do have are concerned chiefly with safety, the happiness of the child and preparing for life in society. We follow a simple code of conduct.

At Almond Hill we take pride in our school and respect the environment we work in. We are a community who cares for each other. To achieve our aims we work in close partnership with parents and seek your support in helping us achieve them.

### **Code of Conduct**

- Treat others in the way you would wish to be treated.
- Talk to each other, teachers and other adults in a polite and friendly way.
- Show good manners around the school and in the playground.
- Do not fight - if someone provokes you, move away or find an adult to help you.
- Never borrow anything without asking first.
- Have your own equipment to use.
- Move around the school in a quiet and sensible manner, making sure you do not disturb others.
- Wear your uniform smartly and take pride in your appearance
- Treat school equipment with respect as you would treat your own.
- Take pride in all you do and in your school.

Our aim is to help children achieve self-discipline. Children are expected to be polite and respect other people's views and their belongings. Good behaviour is recognised and praised. Breaches of behaviour are dealt with firmly and fairly through a clear policy of procedures which are published in all classes. We follow the Hertfordshire STEPs approach to behaviour. Bullying, either verbal or physical, which intends to threaten or intimidate is not acceptable at Almond Hill. The school has published a booklet for children and parents to clearly outline our understanding of bullying and the responses we will make to incidents of bullying. The school's anti-bullying policy is published on the school website. Also available from the school office are the school's policy for preventing and dealing with racial incidents and the school policy for promoting race equality and equal opportunity.

Whilst children get on well and play co-operatively, there are times when they have disputes or things go wrong and they need adult support at play times. Year 6 'buddies' and 'sports leaders' support children at wet play and are around in the playground to invite any child to take part in different activities.

A senior teacher is on duty at lunchtime along with our MSAs to help any child who has a particular problem. In addition, the school has supervised Friendship Room that any child may access if they are feeling lonely or have had a fall out with their friends. This is supervised by our pastoral teaching assistant.

We appreciate that for some children they may find it difficult to express concerns, particularly when they are new to us. Therefore, each class has a 'worry box' where children may post any concern. They are checked regularly by the class teacher and issues discussed in class.

### PLAYTIME

Every day children have a fifteen -minute break. During most months children are able to use the playing fields as well as the playground areas. Children are encouraged to mix together and we ensure there are areas for quiet play as well as ball games. We provide a variety of small apparatus and games for children to play and a new, large apparatus 'Jungle Gym' is being installed as part of expansion plans. There are outside cloakroom facilities for the children to use if necessary and a water fountain.

Children are allowed to bring a 'healthy' snack for playtime (for example a piece of fruit or cereal bar). **Children must not bring any snack containing a nut or nut product.**

### SCHOOL GATEWAY

The school offers the facility for parents to make payments online using School Gateway. We strongly encourage parents to use this facility which reduces the need to send money into school. New parents to the school will receive a username and password within a few days of their child starting school.

### SCHOOL GOVERNMENT

The School Government is an elected body of children from the school. Pupils in year 6 form 'political parties' and present their 'manifesto' to the school to share their pledges. Children across the school then vote to elect a winning Prime Minister and Deputy to represent year 6. Children in other year groups elect representatives to meet with the Prime Minister and 'Cabinet' each week to discuss a range of school issues including fund raising for charity.

## SCHOOL MEALS

Many of our children have school dinners. As a 'healthy school' we promote a balanced diet. We also encourage parents whose children have a packed lunch to consider nutritional balance. Guidance on healthy lunchboxes can be obtained from the school office. **If you are providing packed lunches for your child they must not include any nut products.** If your child has any allergies please inform us in writing as it will be necessary for parents to arrange a meeting with the school cook before they start to have school lunches. We are unable to provide a school meal until this meeting has taken place. Parents are welcome to come and see the selection of meals provided and in the autumn term we invite new parents to have a school lunch with your child. We expect children to select either school meals or home packed lunches on a half term basis. School meals must be paid for in advance on a Monday morning or half termly. School Gateway is our preferred method of payment. Current cost of a school meal is £2.50.

## SCHOOL TIMES

8.45 am	On arrival children should make their way to the classroom doors. <b>Children should not arrive in the playground before this time as it is not supervised, and should not wait at the school gate before coming in to school. The pedestrian gates are locked at 8.55am. Children arriving after this time must come in through the main entrance and report to the office.</b>
8.55 am – 9.00am	Registration
9.00 am – 9.15am	Assembly
9.15am –10.30 am	Lessons
10.30 am – 10.45am	Break
10.45am - 12.15pm	Lessons
12.15pm – 1.15pm	Lunchtime (Year 3 have lunchtime from 12.00- 1.00pm)
1.15pm –3.15pm	Lessons
3.15pm	At the end of the day children leave school via their classroom doors, accompanied by their class teacher and walked to the pedestrian gate. Children are not allowed to use the main entrance. Parents or carers should meet their child at the school gate or, (for year 3 parents) wait outside their classroom doors. <b>For safety children are told to always return to the office and wait inside school if the parent or carer collecting them has been delayed. They should <i>never</i> wait outside on their own. Parents with younger children must supervise them while they are waiting to collect their child and ensure they do not go near or obstruct the main automated vehicle entrance gates. Pedestrians should never enter school via the vehicle entrance.</b>

**The school office is open from 8.30am to 3.30pm. Messages may be left on the school answer phone when the office closed. Pupil pedestrian gates are locked at 8.55am and re-opened at 3.15pm.**

## SCHOOL UNIFORM

We are very proud of our smart uniform and we ask all parents to support school policy so high standards are maintained.

All pupils wear the school colours, which are:

**Boys** red sweatshirt  
grey trousers / shorts  
white shirt  
black / brown shoes

**Girls** red sweatshirt  
grey skirt or black straight leg trousers (**not leggings or fashion style**)  
white shirt  
black/brown shoes

Summer:

red and white dresses  
black / brown shoes or sandals and socks.

\* We prefer children not to wear trainers. If they do they should be plain black.  
Sandals need to be appropriate for playing, not fashion style.

Children should bring plimsolls/indoor shoes to school for indoor wear.

Only stud earrings and watches (not smart watches) are allowed, no other jewellery should be worn.

Whilst we appreciate that hair style is a parental choice, we ask all parents to support our policy of no fashion style for school e.g. shaving patterns into hair.

**Uniform may be ordered online through My Clothing at [www.myclothing.com](http://www.myclothing.com) - then by selecting 'school' and following through to customise items.**

**Please support your child to look after their uniform by naming items clearly.**

#### **PE Kit**

We expect smart uniform for PE.

Red T-shirt and navy blue shorts, plimsolls/plain black or white trainers for indoor PE We ask all children to bring warm jogging bottoms/sweatshirts for outdoor PE.

All children will need a school PE bag to keep their kit in. **Please ensure all school uniform is clearly marked with your child's name.**

#### **SECURITY**

All gates are locked during the school day. Access is by the main pedestrian gate and main vehicle gate through a buzzer system. The school operates CCTV. The school will not tolerate any verbal or physical actions towards staff and will ask any adult behaving in this way to leave the premises and if necessary report to the police.

## Dates for the School Year 2018/19

### **Autumn Term 2018**

INSET day	
First day of term	Monday 3 <sup>rd</sup> September 2018 (school closed for staff training)
	Tuesday 4 <sup>th</sup> September 2018
INSET day	
Half Term	Monday 15 <sup>th</sup> October 2018 (school closed for staff training)
Last day of term	Monday 29 <sup>th</sup> October 2018 – Friday 2 <sup>nd</sup> November 2018
	Friday 21 <sup>st</sup> December 2018

### **Spring Term 2019**

INSET day	
First day of term	Monday 7 <sup>th</sup> January 2019 (school closed for staff training)
	Tuesday 8 <sup>th</sup> January 2019
Half Term	
Last day of term	Monday 18 <sup>th</sup> February 2019 – Friday 22 <sup>nd</sup> February 2019
	Friday 5 <sup>th</sup> April 2019

### **Summer Term 2019**

INSET day	
First day of term	Tuesday 23 <sup>rd</sup> April 2019 (school closed for staff training)
	Wednesday 24 <sup>th</sup> April 2019
Half Term	
INSET Day	Monday 27 <sup>th</sup> May 2019 – Friday 31 <sup>st</sup> May 2019
Occasional Day	Friday 28 <sup>th</sup> June 2019 (school closed for staff training)
Last day of term	Monday 1 <sup>st</sup> July 2019 (school closed)
	Wednesday 24 <sup>th</sup> July 2019

**Inset Days** may have to change if the Government or Hertfordshire County Council impose specific training.