



Welcome to Capel-le-Ferne Primary School

School Prospectus 2023/24

“Learning today for life tomorrow”

***Independence, Creativity, Confidence and
Respect***



INTRODUCTION



Welcome to Capel-le-Ferne School. I hope that your association with our school will be happy and that your child enjoys a stimulating and rewarding time here.

This prospectus is designed to explain the organisation of the school, how the curriculum is delivered and to give parents some understanding of the school's philosophy. At Capel-le-Ferne we are committed to delivering a broad and balanced curriculum; to providing the best learning opportunities and learning outcomes for all children.

Our core values are to develop **Independence, Creativity and Confidence** underpinned by **Respect** for others.

We believe that to achieve the best possible education for your child, we need to foster a close relationship between home and school. Your child benefits when parents and teachers work together and there are many ways in which you can support your child at school. I hope you will regularly visit the school, becoming acquainted with your child's teachers and will be willing to join in the school's social activities.

It is our policy to keep an open dialogue with parents, ensuring that through common involvement, interest and information, problems and difficulties for the children are minimised.

Please do not hesitate to contact us if you wish to discuss any aspect of school life and how it affects your child.

Mr Anthony Richards
Headteacher



ADDRESS

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Website:

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| | |
|--|--|
| Headteacher: | Mr A Richards |
| Chair of Governors: | Mrs S Leonard and Mrs B Taylor |
| Vice Chairman of Governors | Mr J Cook |
| Governors Representing Parents: | Mrs A Foster Mrs L Coker |
| Governors Representing the LEA: | Mrs D Orchard |
| Governors Representing Staff: | Mr D Stafford |
| Co-opted Governor: | Mr J Cook Mrs S Leonard |
| Community Governors: | Rev B Williams |
| Clerk to the Governors: | Wendy Settle |
| Area Education Officer: | Mrs Celia Buxton Kroner House, Eurogate Business Park, Ashford, Kent TN24 8XU |
| KCC, Corporate Director for Education and Young People's Services: | Mr Matt Dunkley County Hall, Maidstone, Kent ME14 1XX |

SCHOOL STAFF**2023/2024****Academic Year**

| | | |
|---|--------------------|---------------------------------|
| Headteacher: | | Mr A Richards |
| Deputy Headteacher | | Miss R Twinn |
| SENCO: | | Miss A McLaughlin |
| Class Teachers: | Tigers (Year 6) | Mrs L Keen |
| | Rhinos (Year 5) | Mr D Stafford |
| | Leopards (Year 4) | Mrs E McLatchie |
| | Dolphins (Year 3) | Mrs S Trippett |
| | Parrots (Year 2) | Mr D Trenowden |
| | Turtles (Year 1) | Miss K Grimmett/Miss K O'Berine |
| | Honeybees (Year R) | Mrs J Clarke |
| Business Manager: | | Mrs L Kearns |
| Admin Assistant/Attendance Officer: | | Mrs S Atkins |
| Teaching Assistants: | | Mrs S Partridge |
| | | Miss K Jones |
| | | Mrs K Jacobs |
| | | Mrs C Henly |
| | | Miss S Longhurst |
| | | Mrs V Cathrew |
| | | Miss S Greenwood |
| | | Miss T Daniels |
| | | Mrs F Salter |
| | | Miss T Wardlaw |
| | | Mrs A Parsons |
| | | Mrs Smye-Rumsby |
| Learning Mentor/Family Liaison Officer: | | Mr J Cope |
| Security/Maintenance Officer: | | Mr S Iverson |
| Cleaners: | | Miss C Onions |
| | | Mrs M Cairns |
| Gate Security Officer: | | Mrs S Rowland |
| Mid-day Supervisors: | | Mrs S Atkins |
| | | Miss S Greenwood |
| | | Mrs S Partridge |
| | | Mrs S Rowland |
| Catering: | | Whole School Meals |

THE SCHOOL

Background Information

Capel-le-Ferne Primary School serves the villages of Capel-le-Ferne, Alkham, and Hougham, as well as Folkestone and Dover. The buildings provide very good facilities, are well equipped and set in attractive and spacious surroundings. There are seven classrooms and the school hall provides ample accommodation for daily use as a work area for physical education, games, movement and drama, and as a meeting place for the whole school for assemblies. There is a nurture room, library and office and staff rooms. The school grounds are generous and provide the children with large areas for games, with a junior size football pitch and practice areas in the winter, rounders in the summer, and a surfaced play area with netball court. The school has an outdoor theatre area and a vegetable garden. We have also redeveloped our pond area and use the grounds for outdoor learning.

Aims and Values of the School

The primary aim of the school is to create a stable, ordered and caring community, which will foster each child's intellectual, physical, aesthetic, emotional, moral and social development. We aim to provide each child with strong skills in literacy and numeracy and to ensure, as far as possible, that a broad, balanced and relevant curriculum, which meets the needs of each individual pupil, is offered. One of our primary aims is to develop independent, creative and confident learners who will thrive in the 21st century world. We hope to develop co-operation between home and school. Also, being part of a community involves conforming to the rules that have been agreed.

We aim to foster a sense of belonging to the school community and so the wearing of school uniform is considered essential - further details can be found later in this booklet.

Safeguarding

Capel-le-Ferne Primary School staff and governors recognise that safeguarding covers more than child protection. It encompasses a range of issues that include pupil health and safety, bullying, arrangements for meeting the medical needs of children – individually and collectively – and school security.

All of our classroom staff, governors and volunteers have been DBS checked and trained in safeguarding and child protection.

At Capel-le-Ferne we ask parents, carers and visitors to behave responsibly by not entering our premises with weapons, substances, animals or anything that may put at risk the health, well-being and safety of children and staff.

For security reasons, when visiting the school, you enter via the main school office door and not through any other doors.

As well as the Child Protection and Safeguarding Policy itself, the following documents all contribute to safeguarding and are available on the school website: www.cappelleferneprimary.co.uk

- E-Safety Policy
- Concerns and Complaints Policy
- Relationship and Behaviour Policy
- Admissions Policy
- Calculations Policy
- Anti-bullying Policy
- Medical Conditions Policy
- Special Needs Policy
- Whole School Attendance Policy

The school safeguarding officers are Mr A Richards (DSL), Headteacher, Miss R Twinn (Deputy DSL), Deputy Headteacher and Mr D Stafford (Deputy DSL). The member of staff who oversee pupil well-being are Miss McLaughlin, SENCO and Mr J Cope, Family Liaison Officer. They are also both Deputy DSLs.

Relationships and Behaviour

As a school we believe that all teachers have the right to teach and that all pupils have the right to learn. Therefore, disruptive behaviour is not tolerated. We operate a system of rewards and punishment based on clear rules, which we expect children to keep. We value parental support, and it is vital that school and home work in partnership to resolve behavioural issues. If a serious behaviour incident occurs, the school will contact the parents of the children concerned at the earliest opportunity to discuss the issue.

School Organisation

The school is designated as a Community Primary School, and as such is administered by the Kent County Council Education Department within the South Kent area. The children are organised into seven classes for their National Curriculum Year Group, or in the case of the Honeybees, the Early Years Foundation Stage. The school admits a maximum of 30 children every year.

The Samphire Learning Hub

The school is a member of the Samphire Learning Hub of Schools in Dover, whose aim is to share good practice and work in partnership to continue to raise standards across the group. There are a number of other schools in our hub including but not limited to River Primary School, Lydden Primary, Whitfield and Aspen School, Guston CE Primary and Aycliffe Primary.

Curriculum

Following the implementation of the Education Reform Act, all children are taught within the framework of the National Curriculum. The National Curriculum covers:

- English, Maths, Science, Computing, PE, Design Technology, Art and Design, History, Geography, Modern Foreign Languages (French) and Music.
- There are locally agreed arrangements for the teaching of Religious Education. The school uses RE Today to teach RE.
- English, maths and Guided Reading (as well as phonics, spellings and handwriting) tend to be taught in the mornings with foundation subjects taught in the afternoon.

Delivering the Curriculum: English

We aim to provide a language rich environment for children in which, they are presented with a variety of language experiences and will learn to communicate effectively through the spoken, printed and written word. In the Early Years and Key Stage One we teach daily phonics using a regular, rigorous and consistent approach called ALS Phonics. Children will also learn sight words through the year.

Guided Reading is taught daily throughout the school. The school uses Daily Supported Reader (DSR) starting in Reception in the summer term until Year 2 where children are heard reading by a trained adult on a daily basis. Children then start to transition to Destination Reader (DR) which is taught throughout Key Stage 2 (Year 3 to Year 6). Both DSR and DR are specifically focused on teaching the skills of reading and comprehension and are separate to the teaching of phonics.

Writing is based around a text based approach, where a book is chosen as the focus for a programme of writing tasks. This helps children to immerse themselves in texts and deepen their learning in both reading and writing.

Handwriting, spelling and grammar are key skills, and are taught progressively through the school. The school uses the Letter Join programme for the teaching of handwriting.

Maths

In the Early Years, children develop their understanding of numbers, their relationship with other numbers, and essential basic mathematical concepts. We use Numicom as a resource to help children develop their understanding of maths concepts. Between Years 1 – 6, we follow a **mastery** approach to mathematics. The aim is to ensure that

children move from an understanding of the concept itself, onto written calculations, and finally be able to apply and reason with the skill for each mathematical task that is covered.

Science

Through our science curriculum we aim to give children opportunities to explore, discover and investigate the world around them, to develop enquiring minds and scientific approaches to problems, and to provide them with the necessary skills and concepts to draw their own conclusions and to learn to record their findings effectively.

We follow the Kent Science Scheme of Work.

Computing

We aim to teach children the relevance of computers in our society by giving them opportunities to become familiar with a range of information technologies and by developing the skills to use them. We hope that children will appreciate ICT as a tool for learning, communicating, finding information and for controlling and understanding the environment.

Foundation Stage Curriculum

We use Kapow to support learning in foundation subjects.

PE

We aim to introduce children to a wide variety of sporting activities, both in curriculum time and through extra curricular clubs and sports teams. It is hoped that the children will find an interest in sport that will be long lasting and rewarding. Children are taught PE through an external organisation called Elite Sport (trained sports leaders who teach PE).

Further details on your child's learning will be found on the school website.

<http://www.capelleferneprimary.co.uk/curriculum-newsletters/>

Assessment and Pupil Tracking

The progress and well-being of every one of our pupils is of prime importance to us. We regularly check on how well the pupils are doing and respond quickly to any problems.

- 1) The child's progress is "tracked". Teachers carry out weekly and termly assessments and will put plans in place to assist any child who may be falling behind. This may be "catch up" time with a teaching assistant, reinforcement work with a teacher or a specific programme of work.
- 2) Every term the teacher will meet with the Senior Leadership Team to discuss the progress of each pupil. They will also focus on the performance of groups of children (for example boys and girls) within the class to see whether any of these groups are outperforming others, and what action needs to be taken to address these issues.
- 3) The teachers will then make adjustments to meet the needs of the children within their class, and will aim to close any gaps in learning.
- 4) Parents will be given a summary report showing progress and attainment twice a year. The December and March reports will be followed by a parents evening to discuss the child's learning. Parents are also welcome to make an appointment at any time to discuss progress with the class teacher.

The Governors have agreed the Relationship and Sex Education (RSE) approach the school employs through the Jigsaw programme. The course aims to emphasise the importance of a secure, loving relationship and family life, to foster respect for self and others and to give children knowledge and understanding about how their bodies work. You are able to withdraw your child from all or part of the sex education provided.

Religious Education and Collective Worship

In addition to the National Curriculum, all children receive a programme of Religious Education, which follows RE Today. School or group assemblies take place daily where staff and children play a full part in presenting and sharing ideas.

Methods of Teaching Used

According to the activity, age range and ability of the children concerned, teachers will use one of three appropriate methods. Whole class teaching will take place. On other occasions children will be grouped according to their ability and learn as a group. Individual tuition also takes place in some subjects, particularly areas of mathematical understanding and some language activities.

Homework and Target Setting

The main expectation placed on children with homework is reading every night and learning core foundation around maths including number bonds and their times-tables. Children are made aware of creative opportunities that can be completed as part of the topic focus for that small half-term. This homework is not mandatory.

Tables and Reading

In the early years of school, daily reading, along with basic number understanding will be the absolute priority for homework. We ask that parents spend at least ten minutes each evening helping to develop their child's reading, by listening to them read and discussing the text. We would also like children to know all their multiplication tables by the end of year 4, and your support with these two crucial areas is vital. In EYFS and KS1 we do not send phonics home as it is easy to confuse children with different methods, so instead we send home 'sight words' that cannot be learned phonetically. Please ask your child's class teacher for how you can help in these areas if unsure.

Children may often be asked to learn spellings or number facts as part of the normal class routine and most children will regularly bring home reading books. Children may be able to take home tasks, which could usefully be completed outside school hours. Children may also be asked to bring home any uncompleted work. Since children are also able to bring home school books, they should have a waterproof bag or carrier. The school's homework policy is available on the school website.

To help children learning their times tables, the school subscribed to Times Table Rockstars. This allows children to practice regularly through games and competitions, helping them to increase their speed and accuracy.

Children with Special Educational Needs

As a school we are aware that each child has an individual range of abilities and rates of progress in each area of work to which they are introduced. Children with special aptitudes and those who face challenges in their learning, will in the first instance be catered for by ability grouping within each class, and be given suitable learning materials and teaching. A member of staff co-ordinates the provision of work for children who have special needs throughout the school. We liaise with a range of external support services, and children with difficulties may be given specialist help if appropriate.

The Educational Psychologist may be asked to make assessments of certain children who may need an Education and Healthcare Plan. This states what is needed for the child in terms of extra resources and specialist tuition.

Pupil Premium

All children in years R, 1 and 2 are entitled to receive a universal free school meal. However, if you receive certain benefits, it is important that you register this, as the school will then receive government funding called Pupil Premium to support your child's learning.

If you receive any of the benefits below you may be eligible for Pupil Premium Funding.

- **Income Support**
- **Universal Credit**
- **Income-Based Job Seekers Allowance**

- **Guaranteed Element of Pension Credit**
- **Child Tax Credit (without working Tax Credit) and an annual income below the threshold**
- **Employment and Support Allowance (Income Related)**
- **Support under Part VI of the Immigration and Asylum Act**

If you feel that you may qualify for Pupil Premium Funding, we would urge you to take up the offer. You can apply online at: www.kent.gov.uk/education-and-children/schools/free-school-meals or alternatively you can pick up a form from the school office.

If you think your child may be entitled to Pupil Premium Funding and would like to discuss this in confidence, an appointment can be made with the Headteacher on request.

Arrangements for disabled pupils

Parents of disabled children are asked to give the Headteacher details of the disability as soon as they are offered a place at the school. The Headteacher will arrange a meeting at a mutually convenient time to discuss the ways in which the child's disability might impact their time at the school and the ways in which such difficulties may be overcome where reasonable adjustments can be made. The Headteacher will then make any reasonable adjustments to enable the child to participate fully in all lessons and activities. Where an adjustment is can't be reasonably made, this will be discussed before admission agreed.

Extra Curricular Activities

We offer a range of activities, which are organised in addition to those that take place as part of the normal school day. These extra activities can include: football, badminton, Growing Club, art/craft, knitting, ICT, rugby, athletics, gymnastics and cricket. We work with Elite Sport who deliver clubs as well as PE lessons, as part of our commitment to wider sports provision. Teachers from "Music for Schools" offer lessons in various orchestral instruments, further details available on request. Where a child wishes to take part in an activity after school, the written permission of parents is requested. Parents and children are asked to show full commitment to the club, and to ensure that any child allocated a place will attend each session, unless there is good reason not to. If a child is unable to attend a club the parent should notify the school in writing.

What should I do if I am not happy with something going on at school?

In the first instance, it is best to discuss the problem or difficulty with your child's class teacher. Many niggles or misunderstandings can be resolved at this stage. If there is still no satisfactory conclusion, then please discuss the complaint with the Deputy Head. If the issue still can't be resolved, further escalation is possible. Please look carefully at the Complaints Policy which outlines stages of escalation. This policy is available on the school website.

Admissions

In line with County policy we aim to offer every child 18 terms infant education. Therefore, for the academic year 2023/24, places will be offered from September 2024. Your child is not legally required to start school until the beginning of the term after their fifth birthday.

Prospective parents are invited to attend an Open Morning, to see the school in action. Parents who wish their child to be admitted to the school will be asked to complete an admission form and to produce a birth certificate, along with proof of the child's and parents address. This can be the child's NHS medical card or letter from a medical centre, hospital or GP, a letter from the child's nursery or playgroup or a bank statement or a savings account in the child's name. Alternatively Child Tax and Working Tax Credit letter (TC602) or child benefit letter, to show proof of parents' and pupil's address. Parental address verification can be a utility bill and bank or credit card statement (with personal financial details blacked out). Documents should not be more than three months old (depending on circumstances) and preferably show that the child was resident at the time that the parent had signed the application when applying for a school place.

Arrangements are made for a visit to the reception class for children during the term preceding entry.

The teaching in the Foundation Stage (reception year) will be through the Early Years Foundation Stage activities initially, working towards the Early Learning Goals. As they progress, more emphasis will be placed on formal teaching methods and working at a table. There will be opportunities for constructive play, sand and water play, a home corner with shop and dressing up facilities for role-play. By the end of the year, children will be well prepared for the onset of the National Curriculum.

Secondary Allocation

Children normally begin their courses in secondary education in the September following their eleventh birthday. Primary schools maintain records of children's progress throughout their school career and during the end of Year 5 and 6 there is a process of consultation between parents, the Headteacher and class teacher. All parents are invited to a personal interview with the Headteacher when preferred schools are discussed. We hold parents information evening in the Summer term of Year 5, when the secondary application process is discussed.

Full details of this procedure are given in the online booklet "Admission to Secondary School in Kent", which can be viewed online at <http://www.kent.gov.uk/education-and-children/schools/school-places/secondary-school-places>

School Meals

Children have the choice of a school meal cooked on site by staff appointed by Whole School Meals or they may bring a packed lunch from home. The lunch should be in a clearly labelled box please. No glass containers should be brought to school. The cook provides healthy, well-balanced meals – menus are available on request. Water is provided. If a child wishes to change from school meals to packed lunches, or vice versa, please let the school office know by giving at least 10 days notice in writing.

Dinner money

The Office Staff will deal with all dinner money. To help with the administration and accounting of all dinner money we would appreciate it if the following points are noted:

- Dinner money to be brought to school on the first day of any school week, on a Monday - occasionally after a holiday it should be brought in on the first day back in school.
- The current charge is £2.41 per child, per day. Payment Methods: either cash (sent into school with child's name, class and amount enclosed on the envelope), or cheques (made payable to Kent County Council).
- Children in Key Stage one are entitled to a Universal Free School Meal.

Water in School

The school has a policy, based on a worldwide research, on children being able to drink water throughout the day. A practice that is central to the effectiveness of this policy is that every child should bring a NAMED 500ml plastic bottle filled with water each day. ***No squash, flavoured water or juice, unless it is part of your child's packed lunch.*** The children are then able to drink regularly and avoid dehydration. The school has a water machine that dispenses cooled and filtered mains water and the children can top up their bottles from this. Drinking water regularly has been shown to have marked benefits on a child's ability to concentrate and learn.

Additional foods: sweets etc.

Sweets, crisps, biscuits and chocolate bars should not be brought to school, except to be eaten as part of a balanced packed lunch. All children in Key Stage 1 are provided with a piece of fruit as an ongoing scheme to encourage healthy eating. Children in Key Stage 2 may also bring a piece of fruit to school, which can be eaten at breaktime.

Please ensure children eat a nutritious breakfast before they come to school, as they will concentrate much better!

Medicines in school

Where administration of medicine is needed during school hours and parents are unable to attend to administer, then consideration to the individual case will be given by the school. In such cases, a "Request Form for Medication to be administered by a member of Staff" will need to be completed and handed to the Office staff. Medicines are to be brought in to school and collected by the parent, not the child. These medicines should be in a container or bottle clearly marked with the child's name and dosage instructions.

Illness at School

There are members of staff in school who are qualified to provide first aid treatment for pupils. Parents may be contacted to take the child home or to a doctor. If we are unable to contact a parent, relative or emergency contact, a senior member of staff will take the child to hospital. It is essential therefore, the school keeps up to date records of emergency telephone numbers. Please ensure you notify the office of any contact telephone number and address changes. If a child has been suffering from a sickness bug, we ask that the parent keeps the child at home for at least 48 hours following the last symptoms to help prevent the infection from spreading.

Uniform

The Governors and the staff and indeed parents, consider the wearing of school uniform to be desirable and it would be appreciated if your child could wear the uniform of green and grey. Boys wear a white shirt, and green jumper/sweatshirt with grey trousers. Girls wear a white blouse or short-sleeved polo shirt, green jumper/sweatshirt or cardigan and grey skirt or dress. Summer dresses are in green/white check. A school embroidered sweatshirt, coat, fleece, shorts, hats, PE/Swim bag and Book Bag are available to purchase from Channel Uniforms: www.channeluniforms.co.uk. 118 Sandgate Road, Folkestone CT20 2BW. Opening hours: Monday (Closed), Tuesday to Friday 9.30am - 5.00pm and Saturday 10.00am - 4.00pm. Tel: 01303 487075 E-mail: channeluniforms@live.co.uk For gymnastics and movement each child should work in bare feet, or plimsolls for indoor work. These should preferably be of the slip on type for younger children. Children will also need trainers for work on the field and playground, a pair of bottle green shorts, a white tee shirt and a drawstring bag in which to keep belongings.

Each item of clothing and property should be clearly marked with the child's name.

Please ensure that long or shoulder length hair is tied up.

We do ask that if earrings must be worn, that they be of the stud type only please. **For reasons of safety these must be removed for PE lessons.** Please refrain from having your child's ears pierced until the **beginning of the summer holiday**, to avoid them having to miss PE lessons.

Personal Property

Please do not allow your child to bring expensive toys, collection cards, jewellery or money in excess of immediate needs, to school. Watches may be worn but the school cannot be responsible for their safety. All personal property is brought to school at your own risk.

The school and County Council cannot accept responsibility for loss or damage to the personal property of pupils.

Parents and School

We seek to establish a sound, friendly yet professional working relationship between home and school in which parents and teachers can feel able to discuss frankly each child's progress, and build a partnership in order to maximise learning.

With this in mind, our consultation evenings are held to enable parents to discuss their children's progress with the class teachers and where necessary, with the Headteacher. However, parents are welcome to make appointments to discuss specific matters with their child's teacher whenever the need arises. The Headteacher is also available to discuss any matters relating to the academic or social welfare of pupils.

The teaching staff would be pleased to hear of any particular circumstances, which may affect children's well being from time to time. We hope that parents will feel able to discuss with the school any matter, which concerns the progress, behaviour or happiness of their child.

Parents are informed about general activities in school through a newsletter issued on a weekly basis. This is sent home via book bags but copies can be downloaded from our school website. Our school website is updated on a

regular basis and details of events, activities etc. can be found on the calendar section.

<http://www.capelleferneprimary.co.uk/diary/list/>

Reports

Parents will now receive three reports a year, the first of which will be produced in the autumn term. This report will provide you with up to date information on academic progress, effort and behaviour, and will let you know what your child's main targets are. This will be followed up by a parents' evening, which will give you the opportunity to discuss the report with your class teacher. A Further report will be sent out in the spring term before the spring parents' evening. There will be a third report written by the class teacher which is an end of academic year report, a more detailed report than the other two reports.

The Parents' and Friends' Association

Every parent is automatically a member of this Association and eligible to serve on the committee which is elected at the Annual General Meeting each September. We are grateful for the practical assistance received from parents and friends through fund raising and provision of additional equipment. Notice of meetings and events are in newsletters and on our school website. <http://www.capelleferneprimary.co.uk/pfa/>

Parents as Governors

From September 2013, following a change to the governing body's constitution, 2 elected parents will serve on the Governing Body. The Parent Governors can help the Governing Body keep in touch with the views of parents and offer a parental viewpoint at the meetings of the Governing Body. Their term of office lasts for four years.

Parents as Helpers

Parents help in school in many different ways. Teachers may ask for help with practical activities, listening to children reading, assisting in the library or with travel arrangements for sporting activities. Volunteers can be subject to the necessary Disclosure and Barring Service checks (previously CRB checks). We greatly appreciate the time given by those who offer their time to help.

Charging Policy

The school cannot by law make a charge for some activities and visits that take place in school time and are part of the national curriculum. For certain activities the school may ask for a financial contribution from parents to meet the costs, such as travel costs. However, the school reserves the right to cancel or postpone an activity if insufficient funds have been raised. Please see the school's charging policy for more details.

Safety

Inconsiderate parking of cars outside the school entrance can cause potential road accident situations. Please park away from the school entrance and walk to the gate when delivering your child and do not use the entrance to the school as a turning circle. **Parking or waiting is not allowed on the yellow zig-zag lines, or blocking drives of local residents in Capel Street.**

Parents are also requested *not* to bring dogs into the school premises or grounds, with the exception of guide dogs.

For reasons of Health and Safety, we ask that parents drop their children at the school gate, no earlier than 8.35am. Parents of children in years 1-6, should not stand on the playground before school, as we have limited space and the children are supervised by school staff. Parents of reception children are permitted to bring their children into school, as these children may require more reassurance and supervision. Any messages can be given to the office staff or member of staff on duty at the gate.

Arrangements for collection at the end of the day

Parents will be asked at the start of each year to fill out a form indicating how their child will normally leave school at 3.05pm each day, (e.g. collected by parent/walking bus/school bus.) Any *permanent changes* to this routine *should be notified in writing* to the school office. In the event of a temporary change to the child's collection arrangements,

for example for that day only, then parents should notify the school office as soon as possible by telephone before 12noon, or in a letter addressed to the office, but not via email.

School Hours, Holidays and Absence

Mornings 8.35am - 12.00noon

Afternoons 1.00pm - 3.05pm

All children have a 15 minutes break in the morning followed by a 1 hour lunchtime.

School gates open at 8:30am. From this time, children should go straight to their class, where their class teacher will be on duty. They should not stay in the playground after arriving. Parents of younger children who wish to accompany their child to the door may do so. There will be a senior member of staff on duty between these times on the playground, to ensure children get safely to their classes and our Gate Safety Officer is on duty at the school gate. The register will be taken at 8:40am. After this time, children will be redirected to sign in at the school office.

Children are sent to school earlier at parents' own risk. Children who arrive late should go to the school office. Persistent lateness will be noted and followed up.

Messages relating to appointments or other issues should be given to the office, rather than the class teacher.

Whenever a pupil is absent, a telephone call to the school office every day of absence should be made and also a dated note of explanation should be brought on return to school. If a child is going to be absent in the morning but will be returning to school for a mid-day meal, a telephone call to the School Office before 9.30am, would be appreciated so that a school meal may be saved.

If at all possible, dental and other appointments should be made after school. When the necessity arises for children to be withdrawn during the day for an appointment, please contact the school in advance. In such cases parents should normally arrange to collect children directly from school.

At times of minor ailments, a child may be excused physical education and games, and if necessary remain indoors during playtime, if a note is sent to school.

Schools **no longer have the power to grant leave of absence for family holidays in term time**. From September 2013 the Department for Education have amended the Pupil Registration Regulations, removing the Headteacher's ability to authorise leave of absence for the purpose of a family holiday.

Section 444 of the Education Act 1996 says that parents are **guilty** of an offence of failing to secure regular attendance at school unless they can prove that the child was absent for a valid reason.

Please refer to the 'Attendance Policy' available on the school website for further information.

Important Notes:

The school year covers 195 days. Each school decides which 190 days within that period, children must attend. Five days will be non-contact days for teachers, when school will be closed for pupils.

When the Easter weekend falls before or after the two-week break at the beginning of April, Good Friday and Easter Monday will always be holiday days, and schools will not open. This happens approximately every five years.

SCHOOL TERM DATES FOR YOUR INFORMATION

Staff Development Days 2023/2024 - when the school will be closed to pupils

| Autumn term dates | |
|-----------------------------------|---------------------------------------|
| Inset day 1 | Friday 1 st September '23 |
| Autumn term 1 starts for children | Monday 4 th September '23 |
| Last day of autumn term 1 | Thursday 19 th October '23 |
| Inset day 2 | Friday 20 th October '23 |
| Autumn term 2 starts for children | Monday 30 th October '23 |
| Last day of autumn term 2 | Friday 15 th December '23 |
| Spring term dates | |
| Inset day 3 | Tuesday 2 nd January '24 |
| Spring term 1 starts for children | Wednesday 3 rd January '24 |
| Last day of spring term 1 | Thursday 8 th February '24 |
| Inset day 4 | Friday 9 th February '24 |
| Spring term 2 starts for children | Monday 19 th February '24 |
| Last day of spring term 2 | Thursday 28 th March '24 |
| Summer term dates | |
| Summer term 1 starts for children | Monday 15 th April '24 |
| Bank Holiday | Monday 6 th May '24 |
| Last day of summer term 1 | Thursday 23 rd May '24 |
| Inset day 5 | Friday 24 th May '24 |
| First day of summer term 2 | Monday 3 rd June '24 |
| Last day of summer term 2 | Tuesday 23 rd July '24 |