

WELCOME TO LYNCH HILL SCHOOL

KEY STAGE 2

Handbook for Years 3 - 6

2017 / 18

WELCOME TO KEY STAGE 2

Teachers

- Year 3: Miss H Tidey, Miss A Okyere, Mrs L Khattak, Mrs H Ring, Mrs N Sharp, Miss S Dean (Support Teacher) & Mrs V Pithia
- Year 4: Miss Pooley, Mr R Paches, Miss M Lora, Mr Patmore & Miss S Dean (Support Teacher)
- Year 5: Miss L O'Mahony, Miss C Lynch, Mrs R Agarwal, Miss H Jamil & Mr S Jones
- Year 6: Mrs C Schoeman, Mrs S Das, , Miss J Surrage, Mrs M Bose Mr Joe, Mrs P Sehgal, Mrs G Pillai & Mrs L Tomlinson
- PE: Mr A Foster & Mrs Jolly

Support Staff

- Year 3: Mrs M Dell, Mrs D Hammonds-Gill, Ms S Powell & Mrs L Burton
- Year 4: Miss C Harrison, Mrs K Edwards, Mrs S Chumba, Mrs S Biddle & Mrs W Bangs
- Year 5: Ms L Lally, Mrs K Poole, Ms M Kingsley, Mrs N Green, Ms S Judd & Mrs S Appleton
- Year 6: Mrs L Kurton, Mrs S Lewendon, Mrs S Plant, Mrs J Simpson & Mrs A Biss
- PE Mrs J Marshall & Mr I Bucknell

The Hub staff:

Mrs L Clarke, Ms K Runham, Miss K Glover, Mrs P Stenning
Ms S Scott, Mrs T Johnson-Paige & Mrs S Rai

We hope this booklet will answer many of the questions that parents and pupils will want to know about (Years 3 -6) Key Stage 2. Pupils are in the upper school where we expect high standards of work and behaviour and encourage independence, motivation and consideration for others.

We aim to give every child the opportunity to achieve their personal best and to develop lively enquiring minds through teaching which allows spontaneity and encourages purposeful learning. Pupils will be set work which will be within their level of competence but will stretch their capabilities. We believe that social skills are also vitally important and all pupils will be expected to work cooperatively with everyone in their year through a variety of group tasks. It is our aim to provide an exciting, challenging and caring environment within which our pupils will feel secure, both socially and academically.

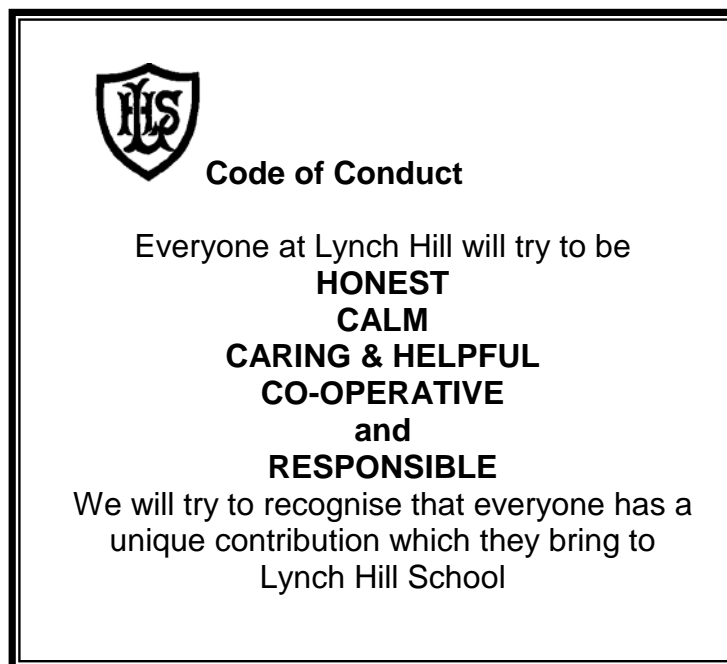
We are happy to discuss with you any concerns you may have. Parents who have an urgent reason to contact their child's teacher first thing in the morning must do so through the office and not go into the classroom before school. We are also happy to receive emails – the office address is office@lhspa.org.uk), alternatively class teachers can be contacted using their school emails (initial.surname@lhspa.org.uk), eg. l.tomlinson@lhspa.org.uk. Teachers will respond to emails in a formal manner.

The senior staff in the school are:

Mrs G Coffey OBE Executive Headteacher
Mrs L Tomlinson Head of School
Mrs H Gates Deputy Headteacher
Miss C Power Assistant Headteacher
Mrs P Sehgal Assistant Headteacher
Miss A Okyere Assistant Headteacher
Mrs S Das Assistant Headteacher

Appointments can be made through the school office.

In Key Stage 2 we consider others at all times and observe the Lynch Hill School Code of Conduct.



THE CURRICULUM

THE KEY STAGE 2 YEAR GROUPS

Y 3 - 7-8 years old
Y 4 - 8-9 years old
Y 5 - 9-10 years old
Y 6 - 10-11 years old

In every class we aim to meet the individual needs of each child with a combination of group, individual and class teaching. In addition pupils will be grouped by ability for Maths and some English lessons as it is our intention that every child achieves their full potential. Children will also receive curriculum support from a variety of teachers, both from within and outside the school.

SATs

Pupils enter Key Stage 2 with a Teacher Assessment gained in Year 2 in English, Maths and Science. Year 6 pupils take SATs tests in English and Maths in May. These tests cover work done throughout the 4 years of Key Stage 2.

In Year 6, the children take their End of Key Stage 2 SATs. These are taken in May and measure their achievement in Maths and English in relation to the national expected judgements. From 2016, the End of Key Stage SATs have differed from the format previously used. Levels are no longer awarded to pupils: rather the tests judge whether Year 6 pupils are 'secondary ready' and a scaled score is given. Children deemed to be secondary ready would achieve a scaled score of 100+ and our most able pupils would be aiming for 110+

It is essential that all Year 6 children attend during the SATs week as there is no opportunity to re-sit them at a later date.

A great deal of the Year 6 work, in the Spring Term, involves revision for KS2 SATs.

The teaching is based on the new National Primary Curriculum and current recommendations are followed for the Core subjects of Maths, English, Science & Computing. These are taught as separate subjects although they will be enhanced further through cross-curricular links.

Topic work:

Cross curricular work is taught at Lynch Hill in which History, Geography, Design & Technology, Art, Music and RE, are planned around topics or themes that provide interest for the children. Opportunities are provided for children to develop their key skills and creative abilities as they apply their knowledge and skills to exciting challenges. Within our cross- curricular topic work, children will be given the opportunity to further develop their Maths, English, Science and Computing skills.

The topics are planned in line with the IPC (International Primary Curriculum) which is a new addition to the Lynch Hill curriculum this year. As a result of using the IPC, it is hoped that our pupils develop into global citizens who have a good understanding of the world and their role within it. All the topic work links with the new Primary Curriculum which was launched nationally in September 2014 and ensures that our pupils will be taught the skills necessary to prepare them well for their secondary education. We also place great emphasis on personal, social and moral education which focuses on Rights and Respect.

Music:

Years 4 and 5 have class brass lessons as part of their Curriculum music.

Children are encouraged to extend this opportunity by playing in the Brass Band in Years 5 & 6. There are other extended opportunities in Music for children in choirs, piano, violin, brass and guitar lessons. Letters are issued at the start of each term, indicating the additional music lessons on offer and the cost. There is also a Year 6 production at the end of the school year.

Collective Worship: Our daily act of collective worship emphasises positive relationships, the school's values and moral code, and is broadly Christian in nature. Parents have the right to withdraw their child from this activity.

At Lynch Hill we have a daily act of Collective Worship which has a mainly Christian emphasis although we also celebrate the main religious festivals and actively promote our cultural diversity. Our local Reverend is welcomed into the school to lead assemblies at different points in the school calendar. We focus on the school's values and use well-chosen stories as examples, alongside the UN charter of the Rights of the Child.

We aim to provide an opportunity for pupils to worship, to consider spiritual and moral issues and to explore their own beliefs. Collective Worship plays a particular part in the spiritual, moral, social and cultural development of the children.

Some of our collective worship takes place in the classroom as a Circle Time during which children are encouraged to participate and express their feelings and opinions whilst exploring further the theme of the week.

A "Thought for the Week" is displayed in each classroom and around the school and children use these quotes as the focus for some deep thinking and discussion during class circle times.

Sex & Drug Education: Education in respect of sexual matters and substance abuse is given in appropriate contexts and at suitable times in the child's education. Copies of these policies are available from the school office. Parents have the right to withdraw their child from sex education lessons except where it is being taught as part of the Science curriculum. Letters or texts are sent notifying parents of these sessions in advance.

Assessment Recording Reporting

At Lynch Hill, the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. We strongly encourage children to be involved in the target setting process as this helps in raising their own expectations, celebrating their own achievement and increasing their self-motivation.

Teachers at Lynch Hill use subject specific documents, linked to the new national curriculum, to guide teachers' assessment and to help form personalised pupil targets. Children and teachers are involved in regular learning reviews. This ensures that each child's needs are met through guided, focused teaching sessions.

We regularly assess all children in all subjects. Teachers assess children's work constructively through marking and through their interactions with them. Teachers encourage and praise children, build on their responses and steer them towards new learning.

The school keeps records of every child's progress and these are passed on to their next school on transfer. Written reports are provided for parents once a year. Parents' evenings provide the opportunity to discuss pupil progress in greater depth. Target cards are shared with pupils and parents in the Autumn and Spring terms. All parents receive a detailed end of year report in July each year.

All children meet with their teacher 1:1 each term to set targets for their learning. These are important if your child is to fulfil their potential in Year 6. It is hoped that parents will share in this process and work in partnership with school to support their child. At various times in the year, some children who are in need of extra help, will be offered the opportunity to attend after school Booster Clubs and 1:1 sessions, where specific teaching will focus on the children's targets.

Standards

We have high expectations and strive to ensure that all of our pupils achieve well academically.

With the abolishment of national curriculum levels, Lynch Hill made the decision to adopt the Rising Stars Assessment Programme. This programme clearly supports teachers and pupils, for it offers progression statements or 'ladders of progression' for each year group, enabling teachers to evaluate individual pupil progress and identify the next steps in learning for the child. Targets are set after a discussion between teacher and pupil and pupils are very much involved in the assessment and evaluation process throughout the year.

At the end of each academic year, pupil reports are completed and parents are able to see how their child is progressing when compared with national expectations and their cohort. This is reported to parents in the following terms:

- Well Below National Expectations
- Working Towards National Expectations
- Meeting National Expectations
- Exceeding National Expectations

End of Year Expectations for Attainment at KS2

Year Group	Well Below National Expectations	Working Towards National Expectations	Meeting National Expectations	Exceeding National Expectations
Y3	EYFS, Y1 and Y2	Lower than 3 Developing	3 Developing – 3 Secure	3 Secure+ onwards
Y4	EYFS, Y1, Y2 and Y3	Lower than 4 Developing	4 Developing – 4 Secure	4 Secure+ onwards
Y5	EYFS, Y1, Y2, Y3 and Y4	Lower than 5 Developing	5 Developing – 5 Secure	5 Secure+ onwards
Y6	EYFS, Y1, Y2, Y3, Y4 and Y5	Lower than 6 Developing	6 Developing – 6 Secure	6 Secure+ onwards

What is considered to be 'at expected' at each point in the year for each KS2 year group?

Year Group	Autumn	Spring	Summer
Y3	2 Secure – 3 Beginning	3 Beginning – 3 Developing	3 Developing – 3 Secure
Y4	3 Secure – 4 Beginning	4 Beginning – 4 Developing	4 Developing – 4 Secure
Y5	4 Secure – 5 Beginning	5 Beginning – 5 Developing	5 Developing – 5 Secure
Y6	5 Secure – 6 Beginning	6 Beginning – 6 Developing	6 Developing – 6 Secure

Learning Support

Lynch Hill School is a fully inclusive school and is committed to supporting the range of Special Educational Needs including learning difficulties, physical, medical or emotional needs. We believe that our commitment to the resourcing and teacher expertise that is made available to support such children benefits all children in the school. We consider this to be very much a valuable strength of the school.

We have named teachers who are responsible for ensuring that these needs are met by careful planning of resources and day-to-day management of the curriculum. Staff continually monitor children with Special Education needs and liaise with the Inclusion team and with other teachers and teaching staff to ensure that every child's needs are met. The staff work closely with other professionals in education such as Social Care, Educational Psychologists, Behaviour Support, the health service, therapists and parents. It is important to share information with the appropriate services to ensure that all children are receiving the appropriate support to enable them to achieve their best. Therefore, the school regularly holds meetings with professionals from Slough in order to ensure the best possible educational care possible.

The work of the Learning Support units is supported through appropriate resources. Support is provided for these pupils within mainstream classes and through withdrawal groups, as agreed by all parties in the development of each child's Individual Educational Plan (IEP). The school fulfils the requirements of the Special Needs Code of Practice and welcomes the closer relationship it brings between support agencies, parents and the school in meeting each child's individual needs. When a child requires regular and ongoing additional provision to ensure progress an Individual Education Plan (IEP) is written by the class teacher. The class teacher will share this plan with you discussing your child's targets and the provision available to them.

When we feel that additional and more specialist assessment is required we may need to refer to specialist services. These referrals to services usually require an Electronic Common Assessment Framework (ECAAF) to be completed before a referral is considered. This is usually, an assessment that is completed with the class teacher and inclusion team but we may sometimes require additional information from the parent. We will discuss this with parents before an ECAAF is done.

Pupils with disabilities are also welcome at Lynch Hill and are fully integrated to a mainstream class wherever possible. Every effort is made to ensure that such a child is not discriminated against through the admissions policy.

Children may be withdrawn from classes to undertake a specialised programme of work for short periods during the week. The support staff will liaise with the class teacher to develop appropriate programmes of work for use in and out of class. We will also discuss any concerns we may have regarding a child and their resulting progress, with parents regularly.

More Able Pupil Support

We recognise the talents and abilities in our most able pupils. Where possible children receive additional opportunities to develop their skills in a variety of challenges / activities both in school or via independent study tasks as well as benefitting from outside learning such as educational visits. We also keep a "More Able Pupil Register"; parents of KS2 pupils are invited to nominate their children to be considered as 'more able' during the Autumn term. The children will receive this provision throughout the year and progress, against their targets, will be reviewed in the summer term.

EAL Support

We recognise that a number of our pupils have a first language which is not English. Teachers plan activities in lessons that are matched to children's language skills, making use of a variety of strategies to support the development of the English language. For those pupils who are in the very early stages of acquiring / learning English, additional intensive language support is offered by the Community Team.

Pupil Voice

Each class in KS2 elects 2 representatives to represent their views on the School Council. This allows them to contribute to the way the school operates and the school's development.

Staff and Governors are very interested in what children think about their school. The Governors receive regular reports from their meetings and address the issues they raise. The School Council also has a budget to spend which includes the funds raised during the school year as a result of Non-uniform days for example.

We also have a Sports Council, Enterprise Council, IT Council and an Eco-Council to engage and represent children's views on specific issues. Other opportunities are available to older pupils to take on responsibilities around the school such as Prefects and Peer Mentors.

School Times

<u>Time</u>	<u>What happens</u>
8:00	Monday – Friday: Early Morning Sports' Clubs.
8.00	Breakfast club: Children can have their breakfast and a drink, catch up with their homework or play with their friends. The cost for this club will be £1 per day.
8:35	Pupils' doors open. They go straight to their classroom for registration. Pupils should be left at the school door as parents entering the school by the pupils' doors will be challenged for security reasons. Children should not be in school before 8.30am, as we do not take responsibility for them before that time (unless being supervised after attending morning clubs). Registration and early morning class activities.

8.50	Assembly and start of the school day.
10.10 - 10.25	Year 3 & Year 4 Break
10.30	Year 3 & Year 4 late morning teaching session
10.25 - 10.40	Year 5 & Year 6 Break
10.45	Year 5 & Year 6 late morning teaching session
12.15 - 1.30	Staggered lunchtimes. Each year group has 45 minutes.
1.00	Year 3 & Year 4 afternoon teaching session
1.30	Year 5 & Year 6 afternoon teaching session
3.00	Lessons end
3.10	School day ends
3-15 – 4:15	After School Clubs

The teacher may take up to 10 minutes after 3pm to give out letters, Good Day tickets etc and talk to the children as necessary before dismissing them.

The children are dismissed from the class when the teacher is satisfied that the business of the day is completed.

Clubs:

Lynch Hill School is affiliated to a national scheme called 'The Children's University', meaning clubs are validated to ensure they provide good quality activities and develop a range of skills. There are national awards depending on the amount of time spent in a club. In the Summer term the children attend a celebratory ceremony in order to graduate. Throughout the academic year, a variety of extra-curricular clubs will be held before and after school; a nominal fee will be charged for this. Activities will be on a rota and details given in the termly club letter and on the website. If your child is registered for a club, they must attend it for the duration; any absence must be explained to school in writing. Failure to attend may result in your child losing their space. Mobile numbers should be up to date as any last minute changes will be notified by text.

PE Games and Swimming

It is a legal requirement for ALL children to do PE and swimming unless they have a serious medical condition or an injury explained in a note.

Pupils can do PE with athlete's foot and verrucae but these should be treated promptly. These and other minor ailments are not acceptable excuses for opting out of these lessons. If a child is able to participate in break-time activities, we believe they are well enough to follow a structured PE lesson.

Children who do not bring their PE kit to school on PE days will lose their Good Day Tickets. After 3 occasions, children will receive an after school detention.

A contribution is requested for swimming to cover hire of the pool, a qualified instructor and insurance. Absence does not lead to a refund as the ongoing costs still have to be met.

Our Rules for PE

- Long hair should be tied back.
- Studs and watches must be removed by the child.
- Health and Safety policy must be observed.
- Full PE kit must be worn.
- Pupils forgetting kit will be loaned items when available
- All PE kit needs to be labelled.

PE Kit

Indoor PE

Yellow T shirt (school uniform or plain)

Either plain black shorts, cycling shorts or leggings

Bare feet.

Outdoor PE (summer)

As above with the addition of trainers and socks. A change of shoes is essential for outdoor PE.

Outdoor PE (winter)

As for summer PE plus either a plain black track suit or plain black jogging bottoms and plain black sweat shirt. A dark waterproof jacket is recommended as games lessons are taken outside in all weather.

Swimming Kit

Girls - plain dark one-piece swimming costume (preferably black)

Boys - plain dark swimming shorts or trunks (preferably black)

Swimming Hat

Towel

Goggles

Personal Hygiene

Roll-on deodorant can be used by older pupils after swimming and PE. Aerosol sprays should not be brought to school.

Sanitary protection can be obtained from the key stage office. A disposal bin is available in the girls' toilets.

Homework

Homework is set to support work in class. Whenever homework is set we need support from home in ensuring that it is done. A homework diary is provided to ensure communication between home and school. Recording of tasks in diaries each day also encourages your child to be responsible for themselves. (Further diaries are available for a charge of 50p for Yrs 3 – 5 or £1.00 for Yr 6).

The classroom charter negotiated within each class will have an expectation that homework is completed and books returned. Warnings will be given out if the rules are broken and pupils will be expected to complete work in breaktime detention or after school detention. Good Day Tickets can be withheld if homework is not completed in full or to an adequate / satisfactory standard.

At times pupils will be required to take books home to complete homework. These books are the responsibility of the pupil and loss or damage will have to be paid for. Exercise books are provided for pupils' work. Pupils are expected to keep these in GOOD CONDITION and ONLY the pupil's name, class and subject are to be written on the cover.

Your child will bring home reading and library books on a daily basis. Please encourage and support their learning by sharing these books with them, listening to them read daily and then signing their reading record. Parents are responsible for the safe return of these books. Bills will be sent home to cover the replacement of lost or damaged books.

Weekly Expectation

Your child's teacher will aim for the following, but if lessons are altered they may have to amend this.

Maths	Tuesday & Thursday
Tables	Daily (this may also include number bond activities depending on the child's ability)
English	Monday & Wednesday
Reading	20 minutes every night when pupils are expected to read either their library or class reading book. All pupils will benefit from being heard to read and being asked questions about what they have read. A reading log must be signed daily by an adult. <u>[Children will receive breaktime detention if their reading log is not signed.]</u>
Spellings	Children are generally given between 5 and 10 spellings to learn each evening. These are set in accordance with their spelling ability and should offer an appropriate level of challenge.

The revision programme for Year 6 children will mean, however, that daily homework in English and Maths is frequently set.

Teachers will usually give homework tasks Monday to Thursday with very little on Friday. Our expectation is that homework will usually take one hour to complete each night. If your child genuinely cannot complete the work please write a short note in the homework diary giving the reason. A maximum time of 40 minutes should be spent on any one piece of homework.

Extended homework tasks may be set to support topic work. These tasks are often set via computer learning sites and may include tasks set for completion during holidays.

Finishing Work

From time to time it may be necessary for a teacher to ask for work started in class to be finished at home. This is usually when sufficient time was allowed and a pupil did not do the work in the time allocated or homework was not done.

If there is persistent time wasting then the Governors have an agreed policy of detention when a pupil will be expected to attend a 1 hour detention after school to make up missing work. Parents will be informed when a child is in detention (24

hours notice will be given). Parents' permission is not requested as the school has the right to detain pupils for this purpose.

Stationery Equipment

- Pupils will be expected to have their own pencil case containing a rubber, pencils, a pencil sharpener and a 30cm ruler.
- Pencil cases should also contain whiteboard markers and highlighters. (These can be purchased from the class teacher)
- Coloured pencils are desirable.
- All children should have 3 sharpened pencils at the start of every lesson to prevent time wastage in pencil sharpening.
- Tippex and other ink erasers are not allowed.
- Pupils whose writing has reached the accepted standard will require a handwriting pen (no ballpoints or cartridge pens). This is at the discretion of the Executive Headteacher.
- Berol handwriting pens are available @ 50p from the class teacher.

Library

Children in Key Stage 2 have access to a well-stocked library. They visit the library regularly during school time but are also able to change their books at the end of the school day. The electronic lending system uses each child's thumbprint or pin number as ID for any withdrawals. This is scanned into the system at the start of the year and allows us to keep track of books that are borrowed and returned. Please note that children are expected to take responsibility for returning their library books. Letters are sent to parents regarding outstanding books and lost books must be paid for. Bills will be sent home to cover the replacement of lost or damaged books.

They can also borrow E books using their pin number ID and can therefore read each night on their own personal electronic readers and tablets if they choose to.

Lockers

These are available for hire to children in Year 6 to keep their belongings secure. Coat pegs are available for others to use but we strongly advise that valuables are not left in the cloakroom.

Contact between Home and School

As parents you are welcome to come to school or telephone at any time to discuss any point regarding your child's education. Teachers are most likely to be available early in the morning and after school although the Head of School (or member of the Senior Leadership Team) will try to see parents at short notice whenever possible. It is however, advisable to make an appointment so as to avoid disappointment and inconvenience. This can be done through the school office.

A weekly newsletter, regular letters, website and text messages are sent home to keep parents up to date with events. A copy of all is available to download from the website.

Parent-Teacher Interviews

We have a pattern of Parents Evenings but in depth discussions can also be arranged at other times, should the need arise. There will be opportunities during

the year when children are invited to show their parents around the school to see the classrooms, the progression of work through the school and any special displays.

The partnership between home and school is extremely important to the education of your child. You can support your child in a variety of ways both at home and at school. We hope you will take every opportunity to join and share in the community of Lynch Hill School for the benefit of your child.

Year Group Performances

During the year, you will be invited to either a year group assembly or presentation which will enable you to share in your child's learning, particularly in the topic work which has been covered in their year group.

Prize Days

An annual ceremony takes place in July for Year 6 pupils when all contributions to the academic, sporting and social life are recognised. Full attendance by any pupil and excellent behaviour are also rewarded on this occasion. This is a formal event and so therefore, we request that no young children are brought into the hall and alternative child care should be sought.

School Visits

We aim to provide children with a stimulating education which is varied and challenging and both local and residential visits are organised by the school. These are planned, in discussion with Governors. In the interest of safety, some children may be refused the privilege of joining a visit if their behaviour in school does not show the level of personal responsibility that is felt appropriate. Day or part time visits during school hours are normally part of the curriculum and not therefore optional. A contribution may be requested for each visit where transport is provided.

The Governors will apply the statutory minimum remissions to any charges for families in receipt of Income Support, Job Seekers Allowance or Family Credit. Individual arrangements are negotiated with the Executive Headteacher and Governors. No child is refused the opportunity to take part in educational visits on the basis of financial hardship.

Visits sponsored by the Variety Club and other local organisations are arranged to local attractions on a regular basis when only the minibus contribution is requested.

Day visits, linked to the curriculum, are arranged during the school year. All pupils in the class are expected to take part in class visits as they support their learning. There are also opportunities for residential visits in KS2.

GENERAL INFORMATION

Entering and Leaving School

- Pupils will be expected to use their appropriate doors

- Parents should wait for their children outside the school building.
- Parents should enter by the office area at all times and obtain the appropriate pass.
- Pupils and parents are requested not to walk through the school to meet other children.
- Pupils and parents are requested to walk on the paths, not across the field or the mound or through the car park.
- Written notification should be sent in advance if pupils have to leave school during school hours and pupils must be collected from school.
- Dogs are not allowed on the premises for health & safety reasons.
- Smoking is not permitted on the school site or around the gates.
- Bicycles should not be ridden in the school grounds and should be parked in the bicycle sheds.
- Bad language and aggressive behaviour is a poor example to everyone and parents are asked to respect this code as well as children.
- Parents must not park or stop on school zig-zags, double yellow lines or pavements, as this puts the safety of children at risk.
- Parents that must drive children to school are requested to make use of the walking bus facility (see further information below).

Active travel rewards scheme

We are committed to reducing traffic around the school, improving pupils' health and helping the environment. We reward pupils who travel actively to school by using the Living Streets "WOW" Scheme.

Bicycles and scooters

We actively encourage pupils to cycle and scoot to school. We participate in the Sustrans Bike It initiative, which encourages and promotes cycling to school. We also offer Bikeability cycle training to pupils (formerly known as 'cycling proficiency') in order for them to be trained with the skills to ride on the roads. We have 60 cycle stands at the school, which are sheltered. Pupils must lock their own bikes to the stands, we recommend using a high quality lock. We have 2 scooterpods available, with space for 24 scooters, for pupils scooting to school. We also offer pupils scooter training as part of the Bike It initiative.

Voluntary one way system –

At school opening and closing times, a voluntary one way system will be in place along Garrard Road. This is in an East to West direction – enter at Calbrooke Road, and exit at Lynch Hill Lane. Please adhere to the one way system.

The one way system will operate between:

7:45pm-9am

2:30pm- 4:30pm

Beginning and End of the School Day

Doors are opened at 8.35am; pupils should not arrive too early in the morning. We consider 10 minutes to be sufficiently early for pupils to arrive. Lateness is monitored in a late book and followed up.

Parents have a legal responsibility to ensure their children are in school on time. (This may be followed up by the Attendance Officer). Lessons finish at 3.00pm

and children leave class by 3.10 pm. Children should leave the premises promptly unless staying for an after school activity. We expect children who stay after school to have permission from their parents, preferably in writing with an agreed time for departure. It is the child's responsibility to attend the club/activity as expected by their parents.

Children are not allowed on the adventure playground (climbing apparatus) unless supervised by a member of staff, which includes the times before and after school.

Parents and pupils are requested to observe our code of conduct at all times. We always refer any incident of abuse or intimidation towards any member of staff, on the school site or on the telephone or via social networking sites to the Police.

Attendance

We place great emphasis on regular attendance at school. We cannot teach children who are absent and irregular attendance also makes progress very difficult. We therefore reward those who do attend regularly with class prizes and an end of term party for those who attend 95% or more during the term.

Late Pupils

Pupils who are late for school must report to the office and sign in. Continual lateness may be followed up by the Attendance Officer.

KS2 teachers record lateness and children who arrive after 8.50am are expected to stay after school on a Friday to make up the time. Parents are notified by text regarding how long their child is expected to stay.