



Stanborough Primary School Parent Handbook

“Let your light so shine before men, that they may see your good works and glorify your Father in heaven.” Matthew 5:16

Love. Learn. Lead.

2025-2026

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Proprietor and Chair of Governors Information

The Governors and staff of Stanborough Primary School are committed to safeguarding the welfare of all pupils at the school; policies and practices are in place to support this.

Proprietor: British Union Conference of the Seventh-Day Adventist Church

Address: Stanborough Park, Watford, Herts, WD25 9JZ

Phone: 01923 672251

Chair of Governors: Pastor Eglan Brooks

Address: Stanborough Park, Watford, Herts WD25 9JZ

Phone: 01923 672251

Executive Headteacher: Mrs Lorraine McDonald

Interim Headteacher: Mrs Madden

Address: Stanborough Primary School, Appletree Walk, Watford WD25 ODQ

Phone: 01923 673291

E-mail: info@stanboroughprimary.org.uk

Website: www.stanboroughprimary.org.uk

Dear Parents/Guardians

We consider it a privilege and a pleasure to work in partnership with you in your child's education. We deeply value your support and input, as the relationship between home and school is mutually enriching. We look forward to welcoming you into our school community.

This handbook is organised alphabetically and based on frequently asked questions. It's designed to be a helpful reference throughout the school year. Please take time to read through the information, as it will give you a good sense of how we work and what to expect.

We are committed to building a strong partnership between home, school, and pupil to ensure your child has a happy and successful learning journey with us. We encourage you to get involved in school life—there are many opportunities to do so, several of which are outlined in this guide.

We hope you find this handbook useful. If you have any questions that are not covered here, please don't hesitate to contact Mrs Warwick, who will be happy to direct your enquiry.

Yours sincerely,

The Senior Leadership Team

Our Philosophy:

We acknowledge that the primary responsibilities for establishing Christian values in a child are the home and the church. As a school we wish to play our part in assisting young people learn the basic tenets of Christianity and empower them to apply these in their lives now and in the future. In cooperation with the home, the school seeks to inspire its learners to take an active interest in making the community a better place in which to live, to appreciate cultural and scientific advances, to be excited by learning and to develop positive attitudes towards all people.

All classroom teachers are dedicated Christians and/or hold an empathetic understanding of Seventh-Day Adventist teachings and values. Each educator is resolute in delivering high-quality education within a nurturing Christian atmosphere, where the value and personal growth of every learner are both honoured and nurtured. Our school warmly welcomes children of all backgrounds, irrespective of ethnicity, gender, national origin, or religious beliefs. Our emphasis lies in assisting learners to differentiate between their accomplishments and their inherent value.

As an independent Adventist school, Stanborough Primary School places a heartfelt emphasis on nurturing the "whole" child. We uphold cherished family values, foster a deep respect for both God and one another, advocate for a harmonious and healthful lifestyle, and wholeheartedly dedicate ourselves to the comprehensive growth of each and every student. Your child will find a welcoming and enriching environment where these values are embraced and celebrated.

Mission Statement:

Stanborough Primary School is a Seventh-day Adventist sponsored school for children whose parents believe in value-centred, Christian education.



We believe in the uniqueness and dignity of every child, and appreciate and value every pupil in our care.

We aim to provide a wholesome and balanced education. We seek for each pupil, the harmonious development of body, mind and soul in order that each may have a rich, balanced and healthy life.

We seek to use a variety of teaching styles and experiences to suitably challenge each child and to help each child realise his/her God-given potential.

We seek to promote a strong partnership between parents, pupils and teachers; operating harmoniously within a framework of respect, co-operation and unity.

We are committed to the safety and well-being of each pupil in our care and do all we can to provide a safe learning environment for all. We also do all we can to ensure that safeguarding practices are known, understood and observed by all within the school community. We seek to create a tranquil yet stimulating environment, where learning is effective and enjoyable.

Our mission is to help each child embrace wholesome values and develop a healthy self-concept. Our children will be kind and considerate of others, possess a solid foundation for learning thereby becoming independent, resilient, life-long learners. The school values are: Acceptance, Cooperation, Curiosity, Excellence, Independence, Resilience, Respect, Kindness, Gratitude and Self-control.

With God as the Master of our school, we believe that we can each take a proactive role in leading learning, as we strive to improve pupil progress and together achieve excellence.

Our Vision:

"Let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven." (Matthew 5:16)

At Stanborough, our vision is to nurture children who shine with purpose, character, and compassion, within our school and out in the world. We believe every child carries a light, and our role is to help that light grow brighter, illuminating the path for others and inspiring acts of goodness.

To **"let our light shine everywhere"** means living out our school values not only in our classrooms and playgrounds, but within our local and global communities through kindness, service, and courage.

We also believe in the power of everyday actions. Letting our light shine is not about grand gestures, but about the consistent, quiet choices that reflect integrity, care, and faith.

This vision unites and inspires our entire school community. As we continue our journey, we do so with joy, exploring how our core values come to life through the shared commitment to letting our light shine everywhere, every day.

Accidents:

Details of minor accidents at school are recorded in the Accident Book and a copy is sent home at the end of the day. You will be telephoned in the case of a head injury.

When professional treatment is needed (e.g. stitches, broken bones) we will inform you immediately so the child can be taken to the A&E unit. An ambulance will be called for very serious cases. Your child will be accompanied to the hospital by a member of staff and you will be asked to join them there.

Admission:

We now offer provision for children from the age of two, with nursery places available subject to availability. To support a smooth transition, we arrange 'Taster Sessions' for all children prior to their formal admission. Children applying for Reception Class are also required to attend a 'Taster Session' to help them become familiar with the school environment.

Pupils who apply for places from Year 1 through to Year 6 are assessed (informally for the younger ones) in Maths and English. Places are offered on the basis of the results of these assessments, the number of children requiring additional support in each year group and references from the child's previous school.

Attendance:

Learning informally begins at 8:30 am when doors open for all classes. We encourage all children to arrive by this time to make the most of valuable learning opportunities and time with their teachers. Registration starts promptly at 8:45 am, followed by formal lessons beginning at 9:00 am after the morning workshop. It is important that your child arrives on time to fully benefit from the school day.

For any absences during term time, prior permission must be obtained from the Headteacher. Request forms are available from the school office. Please note that we strongly discourage taking children out of school during term time. (For more details, please refer to the Attendance Policy on our website.)the office. Please be aware that we discourage taking children out of school during term time. (See Attendance Policy on website.)

Lateness and absences are disruptive to learning and should be avoided. Parents will be notified if we feel there is a cause for concern. (See Attendance Policy on website.)

Please also note that the statutory limit includes sick days and that unauthorised absences will be noted in school reports.

In the case of unplanned absences (e.g. sickness), parents must notify the school by 10am, **on the day of absence**.

Sickness:

If your child is not well, then it is best for him/her to stay at home. Please telephone the school on the first day of absence, by 10am, explaining the absence. A note will be filled in and sent to your child's teacher and the absence will be marked as 'authorised'. A note must be sent when the child returns if you have not called to explain the absence already. The office cannot administer medication without your written consent. If you wish us to do so, please complete the Medication Form and hand it in at the office along with the medicine. (Please state how many days the child will need to take it.) Please inform us if your child develops a medical condition that has not been disclosed on the medical form at entry to school.

Children who become ill at school will be looked after for a while. If they do not improve we will contact you to pick up your child. Please ensure that we have all your up-to-date contact details and those of other trusted adults, in the event that we are unable to reach you.

Please check your child regularly for head lice and ring worm. See your pharmacist immediately for treatment. Children with head lice or ring worm will have to stay at home until they are clear or no longer contagious.

Birthdays:

Parents are welcome to send in cakes or treats to celebrate their child's birthday, but we ask that you first check with the class teacher or school office to confirm a suitable day. **Please be aware that Stanborough is a nut-free school and takes allergies very seriously.** All cakes and treats must be brought to the school office at the start of the day for careful review and management in line with our strict allergy policies. **We reserve the right to refuse any treats that may pose a risk to children with allergies in the class.** The teacher will coordinate a safe time for sharing, ensuring no child is placed at risk. If preferred, the school can provide snacks, please contact the office to discuss any allergy concerns.

Car Park:

Parent parking is to the left as you enter the school Car Park and Staff parking is to the right. The yellow boxed zone is for dropping off and parents are not permitted to leave the car unattended in this area.

Emergency vehicles must be able to access the premises at all times. Also cars must not be left unattended if blocking other vehicles.

Please adhere to this strictly, in order to continue to have the privilege of using the car park.

Parents are asked to observe road regulations by not parking on the zig-zag lines or mounting the pavement outside the school gates. If needed, additional parking is available at the secondary school: continue along Appletree Walk, bear left and enter through the iron gate. There is a car park at the bottom of the driveway and additional parking to the back of the building.

Board of Governors:

The following people make up the School Board alongside the Headteacher:

Pastor E Brooks (Chair)

Pastor J Venter (Vice Chair)

Mr W Aguiar (BUC Treasurer)

Cynthia Osei-Owusu (HSA Co-Chair)

Mrs L McDonald (Education Director)

Pastor J Shepley (Foundation Governor)

Jeanetta Liburd (Headteacher SSS)

TBC (Foundation Governor)

Emerson Ferraz (Parent)

Mrs N Ninvalle (Foundation Governor)

Child Protection:

Ms Becca Dean is the Designated Safeguarding Lead for the school, and Mrs N Kochhar is the Prevent Lead. Sensitive information is shared on a 'need to know' basis only. We have a statutory duty to report everything that gives cause for concern regarding any child in our care to Hertfordshire Social Services.

Each member of staff has been trained to recognise signs of abuse, and has a responsibility to follow the procedures of the policy.

Parents are asked to note that reprimanding a child with the use of an implement is unlawful.

Clubs:

The School Secretary will notify parents of the after-school clubs on offer at the beginning of each term. Numbers are limited and places are offered on a 'first come, first served' basis.

In addition to clubs, we also offer after-school care provision, which supports working families by providing a safe, structured environment for children beyond the school day. Details of this provision, including times and fees, are available from the school office.

All after-school clubs and care provision dismiss via the school hall. Children must be collected promptly from the main office. Children who are not picked up on time may be asked to leave the club or after-school care, or may incur a late collection fee. Any concerns regarding clubs should be discussed directly with the club leader.

Code of Conduct:

All of the time, whilst on school premises, I will

- Adhere to school rules
- Respect everyone in the school family
- Take care of school property (no litter) and respect other people's property
- Be polite, well-mannered and honest
- Comply with the complaint's procedure
- Be on time for school

Please refer also to the behaviour and discipline policy for the full list of school rules. The code of conduct has been formulated with the safety and well-being of the children in mind. Adhering to it will enable the school to function efficiently as a place of learning.

Communication:

We strongly believe that it is important to work in partnership with parents/carers and that clear communication between school and parents/carers is important to help children benefit as much as possible from their time in school. The School will communicate with you using the following format:

- Headteacher Weekly Blogs
- Class Dojo for homework/recording of work and general class and school announcements
- Email and Letters – will be sent as and when required
- Monthly Newsletters from the Senior Leadership Team
- Google Meet/Zoom (for parental meetings if necessary)

Please note if you have an immediate concern you can contact the school office on 01923 673291 or email info@stanboroughprimary.org.uk or head@stanboroughprimary.org.uk

Conflict Procedure:

It is important that conflicts are resolved swiftly and we encourage the children to develop skills in conflict resolution. Please make an appointment to meet with your child's teacher to discuss any matters of concern. If the matter is not resolved, please see the Headteacher or a member of Senior Leadership Team.

Problems involving another child must be referred to a member of staff or the Headteacher. We respectfully ask you not to confront a child or his/her parents directly as this is not in the best of interest of the child and will tend to complicate matters.

As with all establishments, it is expected that adults within the school community will conduct themselves in a respectful and polite manner when interacting with each other.

Curriculum:

Stanborough Early Years now consists of our Two-Year-Old Provision (2–3 years), Nursery (3–4 years), and Reception (4–5 years) classes. Our Early Years team is committed to providing a safe, nurturing, and stimulating environment where every child can thrive.

We implement the EYFS Statutory Framework, which is a legal requirement for all early years providers, and we follow the guidance set out in Development Matters (non-statutory guidance) and Birth to 5 Matters. These frameworks support high-quality teaching and learning, ensuring that children develop securely across all areas.

Children learn through a balance of play, adult modelling, observing one another, guided learning, and direct teaching. Our environment is carefully planned to promote independence, curiosity, and exploration, enabling children to develop essential early skills at their own pace.

There are seven areas of learning and development that shape all Early Years educational programmes. All seven areas are important and interconnected. However, three prime areas are particularly crucial for building strong foundations that ignite children’s curiosity, support their enthusiasm for learning, help them form positive relationships, and enable them to thrive:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

These prime areas support development in the four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Together, these areas ensure that every child receives a broad, balanced, and developmentally appropriate Early Years experience.

In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust our practice appropriately.

Three characteristics of effective teaching and learning are:

- Playing and exploring – children investigate and experience things, and ‘have a go’
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Our curriculum consists of everything we want children to experience, learn and be able to do and it meets the requirements of the educational programs in the statutory framework for the Early Years Foundation Stage (EYFS).

Our curriculum intent is for children to explore and discover the wonders of the world around them, and to then communicate their experiences. We implement this with our topics, which start the academic year with ‘all about me’ to a topic about ‘exploring above and below the sky’. The impact at the end of the EYFS is then that we have powerful learners who can talk, read, and write about their experiences and will continue to use their learning skills throughout the next key stages.

Key Stage One (Year 1 & 2) and Key Stage Two (Years 3 – 6):

The school offers a broad and balanced curriculum, providing a wide range of subjects and learning opportunities that are personalised to meet the individual needs of every child.

Each day, every child engages in Phonics, English, and Mathematics lessons. In addition, the curriculum includes Art, Design & Technology, Geography, History, Computing, PE, PSHE, RE, Science, Spanish (for KS2), and Music.

Music is delivered by the external provider **Teach Major**, and **LAMDA** is taught by Adriana MacInnes. The school also integrates a values program as part of its RE curriculum, supporting the spiritual and personal development of every pupil.

At the start of the school year, parents receive a long-term plan outlining the areas of learning for each class, ensuring transparency and engagement in their child's educational journey.

The Zones of Regulation

Are designed to help pupils understand and manage their emotions and behaviours. It categorises feelings into four distinct zones: the Blue Zone (sad, tired, or bored), the Green Zone (happy, calm, and ready to learn), the Yellow Zone (frustrated, anxious, or excited), and the Red Zone (angry or out of control). By identifying their zone, pupils can recognise their emotional state and develop strategies to regulate their feelings. Dedicated time is given each week during the well-being session to discuss the Zones of Regulation, and well-being champions support their peers by reminding them of strategies to help regulate their emotions. This approach



encourages self-awareness and self-regulation, empowering pupils to make better choices in challenging situations. Both Leaders and Teachers support pupils in learning how to move from one zone to another by teaching coping strategies and providing tools for emotional management. The Zones of Regulation fosters a supportive environment where pupils can express their emotions, understand their triggers, and practise appropriate responses, ultimately enhancing their social and emotional development.

Discipline:

We take a proactive approach to discipline by encouraging positive behaviour.

Parents can help by:

- Maintaining a close partnership between parents, teachers and children
- Discussing the school rules with the child and encouraging him/her to adhere to them
- Attending parents' evenings to discuss pupil progress
- Patiently and consistently encouraging positive behaviour at home

We expect the children to develop self-control and conflict management skills and it is useful if parents are involved in the development of these skills at home. We set clear behavioural expectations and reward those who meet them. A range of sanctions are applied for inappropriate behaviour: e.g. time out and temporary withdrawal of privileges. Children are expected to bring closure to incidents involving other children (and Staff) by apologising and making things right.

We use incentive schemes that encourage and reinforce responsible behaviour such as golden time, afternoon tea with the Headteacher, praise, stickers, well-done tokens, certificates, privileges and small gifts.

Pupils who display unacceptable behaviour, affecting the ethos of the school, will be placed on Headteacher's Report

and their behaviour will be monitored. The behaviour and incidents will be referred to the Discipline Committee, if no improvement is made. The Committee is comprised of Pastor Jacques Venter (Chair)

- Plus any non-staff governor available

A written warning will be given for incidents of unacceptable behaviour. Further incidents could result in permanent exclusion.

Unacceptable behaviour can take the form of:

- Lack of respect including disruption in lessons
- Violence
- Threatening behaviour including bullying
- Deliberate disobedience
- Discrimination
- Deliberate vandalism of school property

Serious incidents are logged and will be reviewed to detect trends and to ensure prompt and appropriate intervention.

Appeals Procedure:

Parents may wish to appeal against an action taken by the disciplinary committee. Appeals must be sent in writing within five school days of the disciplinary action, to the Chair of the Appeals Committee who is also the Chair of Governors (see cover of Handbook for contact details).

Home-School Agreement:

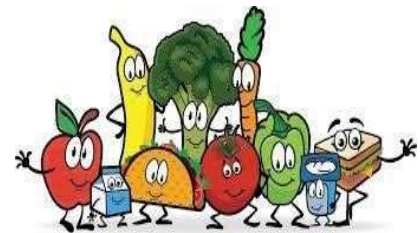
The Agreement clarifies the roles, rights, and responsibilities of parents, pupils, and the school. It is designed to maximise the benefits that children gain from their learning and experiences at Stanborough.

Each new pupil is asked to read and discuss the Home-School Agreement with their parents or carers. All parties then commit to their roles by signing the document. This agreement will be given out at the start of each year or at the time of joining the school, and should be returned either to the school office or given directly to the class teacher.

In the event of remote learning, a separate Remote Learning Home-School Agreement will also be issued and must be completed accordingly.

Food and Drink:

We work hard to ensure all the food and drink in school is healthy. Children are encouraged to bring a bottle of water to school each day and fresh fruit or vegetable snack for morning break (crisps, biscuits, cereal or fruit bars and smoothies are not acceptable as snacks).



Children may choose to have a school dinner or bring a packed lunch. School dinners are provided from Monday to Thursday by our catering partner, *Lees Kitchen*. Menus are shared weekly, and meals must be ordered **one week in advance** to ensure availability.

Alternatively, children can bring a packed lunch from home. We strongly encourage healthy choices and request that lunches be packed in a suitable, clearly labelled container or bag. Packed lunches **must not** include confectionery, fizzy drinks, or any items containing **nuts or nut products**, as we are a **strictly nut-free school** due to pupils with severe allergies. The school reserves the right to request changes to lunch contents if necessary for the safety of all children.

Please note that we do not have the facilities to heat food on-site. If warm food is provided, it should be packed in a thermal flask to maintain a safe temperature.

Handwriting:

A copy of the foundation writing script* and the correct pencil grip* that the children will be learning is included in the handbook. Please encourage your child to use this form of print and pencil grip when writing at home.

In Reception and Year 1 children will be taught the print formation of lower-case and capital letters, with clear start and finish points.

From Year 2 children are taught cursive handwriting. Copies of the School Handwriting Script are available upon request.

Children are expected to follow the standard layout of presentation in all their writing.

All children will be encouraged to present their work to a high standard. Children will progress onto blue pens once they have earned their 'pen licence'. Licences can be obtained once the joint script is secure. Biro's are not permitted.

Home and School Association:

The Home and School Association (HSA) plays a vital role in supporting the school community. All parents are warmly encouraged to get involved by joining the HSA and taking part in school events.

The HSA organises a range of fundraising activities throughout the year to support key school projects, as well as social events that help build strong connections between families and the school. Committee members are elected annually to replace outgoing members, with the process coordinated through the school office.

Homework:

A homework timetable will be shared with parents at the start of the school year. In Key Stage 2, homework for Maths, English, and Science is set using *Century*, our online learning platform. Other subjects will be set using paper-based tasks. In Reception and Key Stage 1, children use *Reading Eggs*, *Mathseeds*, and *Mathletics*, alongside phonics-related activities.

All pupils are expected to complete daily reading and spelling homework. Additional homework is assigned according to the timetable. Parents are encouraged to support their child in completing homework to a high standard and returning it on time. Parents **must** sign Reading Record.

If homework is not completed and no explanation has been provided, the child will be expected to complete the task during break time at school. Parents should inform the class teacher if their child is not bringing work home as expected.

Houses:

Each pupil is assigned to one of two houses when they join the school – Bunyan (Green) and Nightingale (Red). House points are awarded for good work, effort, good behaviour, skills in P.E, and for good manners. The team with the most house points wins the cup at the end of the school year.

In addition, **Sports Day points contribute to each house's overall total**, fostering teamwork, healthy competition, and school spirit. This encourages pupils to take pride in representing their house in all areas of school life – both in and out of the classroom.

Labelling:

Please label **EVERYTHING** with the child's FULL NAME!

- All uniform items including shoes, socks and hats

- All P.E. and swimming items
- School bags
- Stationery
- Coat
- Spare clothes

Lost Property:

Lost items are kept in the school office. However, this should be rarely needed, as we expect **all personal belongings to be clearly named**, enabling items to be returned quickly to their rightful owner.

Please note that **unnamed items are unlikely to be located**, and staff are **not required** to search for lost property that is not labelled. Labelling all belongings helps avoid unnecessary disruption and ensures valuable learning time is not lost.

Moving On:

The school must be notified in writing, of any intention to withdraw a pupil. One term's written notice must be given to the Head. The Office will also issue a Moving On form for completion.

Music Lessons:

Children are able to take individual music lessons in piano, violin, flute, clarinet and saxophone. Forms are sent out for you to complete. Parents enter into private contracts with the music teachers and pay them directly. Please enquire at the Office.

Open Evenings/Parent Consultations:

We hold one parent consultation each term to discuss your child's progress and set future targets. While children are welcome to attend, they must be **accompanied by their parents at all times** and remain under parental supervision throughout.

Where possible, we prefer that children do not attend these meetings to allow for open and focused discussions.

Pick-up:

- **Nursery and Key Stage 1** children must be collected at **3:30pm**.
- **Key Stage 2** children must be collected at **3:35pm**.

The school provides duty of care for **15 minutes** after the end of the school day. **Children not collected by 3:45pm** will incur a **late collection fee**, which must be paid upon collection. Parents who wish to avoid this fee are respectfully asked to collect their children on time.

Please note that the playground gates will be locked at **3:45pm**, when after-school clubs begin.

Late Fees:

We expect all children to be dropped off and picked up **on time**. While we understand that occasional delays happen, we cannot accept recurring reasons such as traffic or oversleeping.

- A **Late Book** will be maintained to record late arrivals and collections.
- A late fee of **£4.50 per 15 minutes** will be charged at the school's discretion, **starting one minute after your designated time**.
- This fee applies regardless of prior punctuality to ensure **fair and equal treatment** for all families.

Parents will be informed if a late fee has been applied. Please be aware that **late fees are non-negotiable**. It is your responsibility to arrive on time and to communicate with the school when difficulties arise.

We appreciate your cooperation in supporting a calm and safe end to the school day.

P.E:

Children are expected to attend school wearing their **PE kit every Thursday and Friday** until further notice.

From the **Spring Term, swimming lessons will take place on Thursday mornings** and will continue until the end of the academic year. On swimming days, children should bring their full swimming kit, including a towel, swimming costume, and a swimming cap.

If your child is unable to participate in a PE or swimming session, a written note must be provided **before or on the day**. For long-term absences from PE or swimming, a **GP's note** will be required.

Please note that pupils who forget their PE or swimming kit will still be expected to attend the lesson and observe, even if they are not participating.

Playground:

In the playground, children are expected to:

- Be kind and look after one another
- Play safe and friendly games (personal toys are not allowed)
- Take turns and include others
- Use respectful language and talk through disagreements calmly
- Tidy away equipment after use
- Line up quietly and promptly when the whistle is blown

Playtimes are always supervised by members of staff, with supervision levels adjusted based on the number of children outside and the type of playtime.

Policies:

All our policies are available for viewing at the Office. Some policies can also be accessed on our website, including those on Admissions, Anti-bullying, Attendance, Behaviour & Discipline, Child Protection, Complaints, Confidentiality, Data Protection, Disability & Equality, E-Safety, Inclement Weather, Inclusion Policy, Mobile Phone & Electronic Devices, and Records Management.

Queries and concerns:

If you have a concern about your child, please see the teacher in the first instance. If the concerns are not addressed or not addressed satisfactorily, please see the Head. Beyond that, matters can be raised with the Chair of Governors. A copy of our Complaints Procedure can be found on the school website.

Reading:

Reading is a vital part of your child's learning as the skill is essential to help children learn about the world in which they live and to make progress in all other subjects. Developing a love for reading is important and parental involvement is essential.



Children are more likely to become good readers if parents;

- Read to their children
- Read with their children and talk about the text
- Listen to their children read – encouraging phonic awareness of letter sounds and blending

- Show the usefulness of reading via newspapers, magazines, TV guides, books, leaflets, text messages, emails, road signs
- Visit the library with their children
- Enjoy reading themselves

It is important to remember that every child is different and children progress at different rates. A positive, encouraging attitude is helpful when listening to your child read, so avoid becoming impatient or over anxious. Reading is multi-layered and involves:

- Phonics - is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.
- Word recognition-building up a visual image of the text to identify and decode words
- Comprehension-understanding the text
- Fluency-the ability to read with speed, accuracy and expression

There are three levels of comprehension:

- Literal – Where the information is directly stated within the text
- Inferential – The information isn't directly stated but inferred. The reader may have to put two or more parts of the text together to understand the author's intent
- Critical – The reader is asked to make a personal judgment. There are no clues in the text.

Early reading books are decodable focused on targeted letter sounds and words that are common in the English Language i.e. the. They will consist of literal information but as your child increases their fluency and understanding, the reading books will require more inferential and critical skills. Your child will need to be taught how to think inferentially and critically through questioning and comprehension activities. You can help your child develop these skills by asking questions about the text such as "Why do you think she said that?", "How do you think he felt when that happened?" "What do you think will happen next?"

Allow time to develop reading skills; encourage fun and pleasure in reading together a wide variety of books, both fiction and non-fiction. It is important that children of all ages are read to and hear adults read as role models to them.

Reports:

Termly report cards are shared at parent consultation meetings in the form of targets and a full written report is issued on the last day of the summer term.

School Hours – Nursery

The morning session is from 8.45am to 11.45am doors open at 8:30am and the afternoon session is from 12.30 – 3.30pm. On Fridays, the session will end at 13.30pm and there will be a charge for the period between 11.45am and 13.30pm.

School Hours – Reception and Key Stage 1

The school day is 8.45am-3.30pm, with doors opening at 8:30am, with a morning, lunchtime and afternoon break. On Fridays, the day ends at 13.30pm. The school gates are opened every day from 8:30am and independent learning takes place between 8:30am – 8:45am.

School Hours – Key Stage 2

The school day is 8.45am-3.35pm, with doors opening at 8:30am, with a morning and lunch break. On Fridays, the day ends at 13.30pm. The school gates are opened every day from 8:30am and independent learning takes place between 8:30am – 8:45am.

Stationery

For Early Years and Key Stage 1 pupils' stationery is provided by the school.

Key Stage 2 pupils provide their own stationery. Y5 and Y6 pupils are also required to bring to school a memory stick and a calculator. Pencil cases must be kept in school and items topped up in the holidays or as needed.

<u>Years 3 & 4</u>	<u>Years 5 & 6</u>
Pencil Case Blue Fountain Pens Red Handwriting Pens Lead Pencils Rubbers Colouring Pencils Felt Tip Pens 'Tub' Sharpener Glue Stick	Pencil Case Blue Fountain Pens Red Handwriting Pens Lead Pencils Rubbers Colouring Pencils Felt Tip Pens 'Tub' Sharpener Geometry Set Memory Stick Glue Stick Scientific Calculator

Trips:

Musicians, artists, actors, and other performers are invited to lead workshops and events at our school. We also organise trips away from school. Before each trip, parents must sign a consent letter and may be asked to contribute to the costs. For most trips, children will need to wear full school uniform and bring packed lunches and drinks in disposable bags. Any exceptions to these requirements will be communicated to parents and carers.

Children are allowed to bring a small amount of spending money. We typically require parent volunteers to supervise small groups, so please check with the Class Teacher if you're available to help. All coaches are equipped with seat belts, and all destinations are risk assessed to ensure safety.

Uniform

Every pupil is expected to wear the correct uniform. **Watford School Uniforms are our official supplier.** We do not approve of non-regulation 'almost, but not quite right' dresses and skirts. Please ensure that the correct uniform is bought in the first place. We expect our children to be clean, neat and tidy at all times. **This applies to PE kits also.**

The winter uniform is to be worn from the start of the Autumn Term, through to the Spring Term. The summer uniform is worn from the start of the Summer Term. The Headteacher will advise of any changes to this procedure, via e-mail, the newsletter and in most cases Class Dojo.

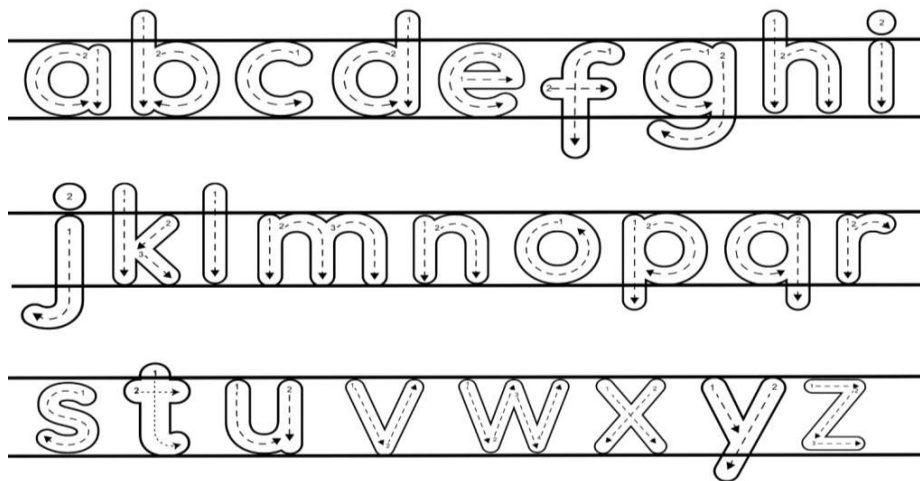
Please note that **NO JEWELLERY, INCLUDING EARRINGS, ARE ALLOWED.** Pupils may wear a plain wristwatch, ideally with an analogue clock face as this will help them with learning to tell the time.

Please ask at the office for a full uniform list and the contact details for our supplier. Please note that as well as purchasing uniform at their shop, you can order online and ask for the order to be delivered either to your home address or to the school.

Water Bottles:

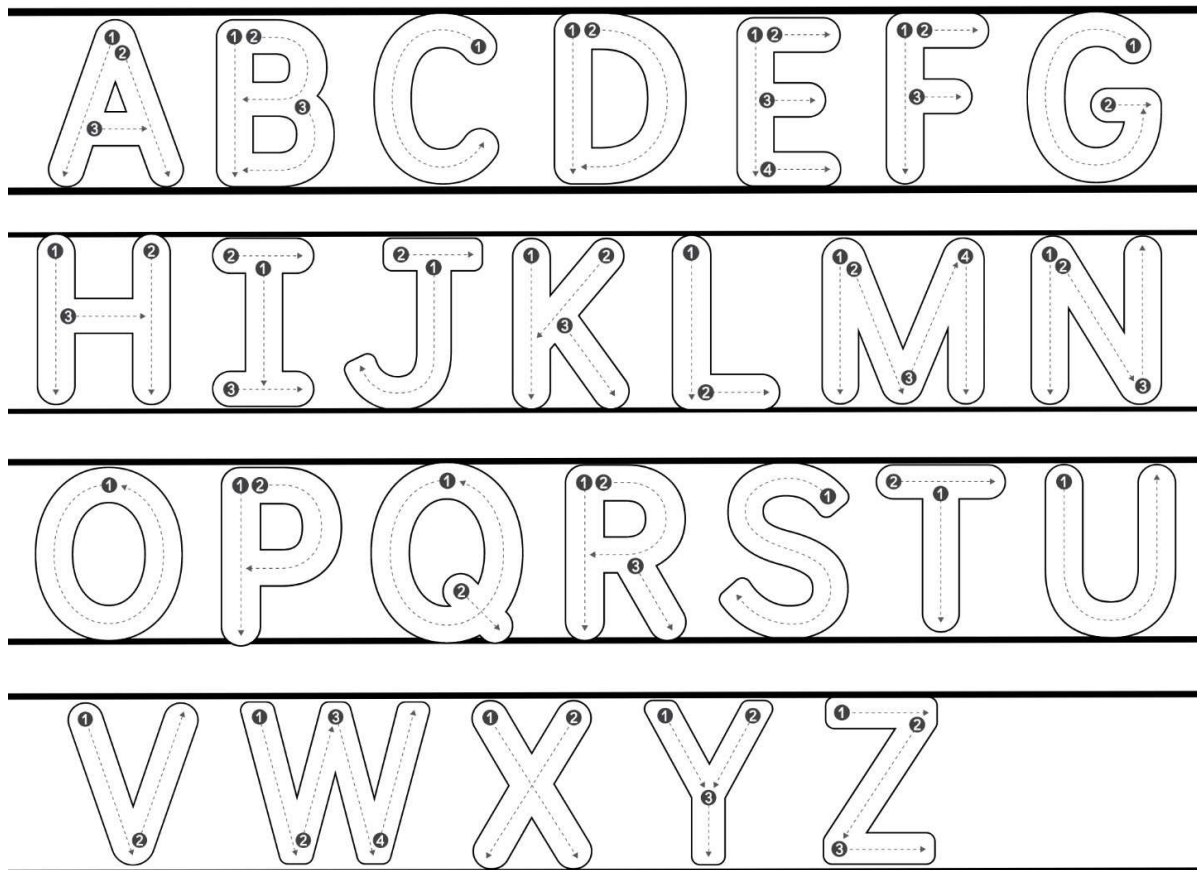
Research has shown that children concentrate better when they are well hydrated. Please provide your child with a named water (bottle plastic or aluminium with non-spill lid) for use within class. Please DO NOT send your child/ren to school with any type of GLASS water bottle, even if these have a cover. They still break easily and the resultant glass splinters pose a significant Health & Safety risk to pupils.

Appendixes



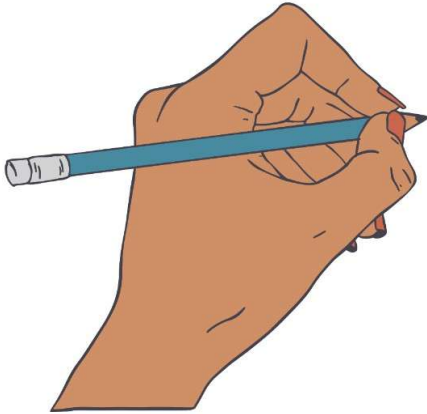
Lower-case Letters

Capital letters

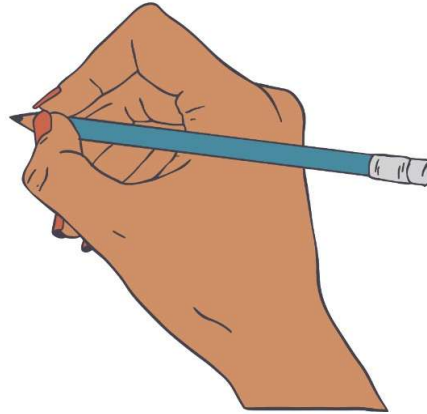


PENCIL GRIP

LEFT HAND



RIGHT HAND



Cursive Handwriting

From Year 2 to Year 6

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz