

# Parent Information Directory 2019/20



Everything you  
need to know for  
your child's year  
at school.

## Aldermoor Farm Primary School





# Everything you need to know

## Headteacher introduction: Mrs Karen Hegarty, Headteacher, says...

Many thanks for choosing our wonderful school to educate your child. Here at Aldermoor Farm the children are at the heart of everything we do. We aim to enable children to be confident, happy, positive members of our community who seek challenge and strive to be the best they possibly can be. We focus on a growth mind set where mistakes are lessons and we don't say 'I can't do it', but 'I can't do it yet.' We are a happy school where all staff create a thriving atmosphere in which the children can blossom.

## Support

To help you better understand how our school works, and to remember what we need you to do, we have written this directory. It contains practically everything you will need to know for your child's year at school.

## Keep this directory

Please keep this directory somewhere safe and use it regularly.

## Let us know

If you have a question or query, the answer should be in here. If it isn't, let us know and we will include it in next year's directory.

## You and your child

I look forward to getting to know you and your child over the coming year.

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# Key information

## What are our school times?

8.45am - 3.15pm.

## Wraparound Care

### Breakfast Club

Our Breakfast Club starts at 8am every morning. Children are given a healthy breakfast and then take part in various activities until 8.40am when they go to their classrooms. If you would like a place for your child then you can get a form from the school office to apply. The charge is £1.00 per day per child.

### After School Club

Our After-School Club runs until 5.30pm and children are provided with a snack and drink. The cost is £3.50 until 4.15pm or £6.00 for the whole session.

## Arrivals and departures

Where possible, we request that children walk to school as the roads are narrow and become congested at busy times. Children should go straight to their classrooms and we request that the younger children are accompanied to the classroom by their parent/carer. If your child arrives late please sign them in at the Office. Please collect your child promptly at the end of the school day.

## Uniform

We believe that the wearing of a school uniform enables children to identify with their school, gives a sense of belonging, is practical and smart, reinforces a positive work ethos and reduces expenditure for parents/carers.

### Winter

- Red sweatshirt, cardigan or fleece with or without the school badge.
- Plain white or red polo shirt or blouse.
- Black/grey trousers or skirt.
- White/black socks or tights.
- Plain red, white or black hijab.

### Summer

- As above or red / white checked dress or black/grey shorts.

Jeans, tracksuits, high-heeled shoes/boots, flip-flops, football shirts, shirts with large slogans/logos etc. are not acceptable school wear.

### P.E. Kit

- Plain T-shirt or school polo shirt, plain shorts, trainers or plimsolls. A tracksuit is also useful for outdoor activities during the winter.

### Purchasing uniform

Items with the Aldermoor Farm Primary School logo can be purchased from the School Office. However, if it is more cost effective or convenient to purchase a red jumper or cardigan and grey trousers, skirts or dresses from a supermarket or high street retailer it is fine to do so. Parents or guardians of children attending Aldermoor Farm Primary School who find themselves in financial difficulty and in need of help may be eligible to apply to the Children's Boot Fund charity for help towards uniform costs. For further information please speak in confidence to Miss Sutton, Pastoral Manager.

### Labelling of uniform

All items of uniform and P.E. kit must be clearly labelled with the pupil's name.

## Food in school

Our dinner menu rotates over a three-week period. Children have the opportunity to select from a range of meals which are designed to give them a balanced and nutritious meal. ABM catering provide all of our healthy meals, and we try our utmost to cater for individual dietary needs. Children also have the option to visit the salad cart where they can select an additional healthy snack to complement their school dinner. School dinners can be ordered from the office and cost £2.00 per day. Meals must be ordered in advance.

### Free school meals

Every child in Reception, Year 1 and Year 2 will receive a free school lunch. Older children may also be entitled to a free meal if the family is in receipt of certain benefits. If you think your child may be eligible for a free school meal, please ask in confidence at the School Office.

### Packed lunches, drinks and snacks

Children may bring their own packed lunch, which we recommend should be healthy and nutritious. If your child is going to bring a packed lunch, please ensure that all containers are safe, unbreakable and labelled with your child's name. All children are provided with a piece of fruit at morning break and older children may bring a suitable snack from home if they wish.

# Working with parents

We see parents as children's first and continuing educators. We work in partnership with parents to provide the best for our children. This partnership takes many forms e.g. the sharing of information and concerns, setting targets for improvement, enjoying school events together, working together in the classroom...and many more! Our shared aim is that our children have the happiest and best possible start and the brightest of futures.

## Communication with parents

We have an open-door policy at Aldermoor Farm Primary School where parents are very welcome to discuss any concerns. It is important that we work together straight away to resolve any issues, no matter how big or small.

## Parent 'Consultation Days'

Consultation Days are held during the school year and provide an opportunity for you to attend school and discuss your child's progress with the class teacher.

## News and newsletters

Regular newsletters are issued with details of important school news, events and dates.

## At home

Naturally 'parental involvement' is not confined to school. Children are learning all the time and their parents are partners in education with the school. We do provide homework, in line with the needs of the children, their age and their ability and in line with national expectations; we hope that it remains a time when children and parents can have some fun working together.

## Contacting parents

In case it is necessary for a child to be sent home because of an accident or illness, it is essential that we have not only the phone number of your work's address but also an alternative contact. You will appreciate the need to keep this information up-to-date and it is vital that the school is notified of a change in circumstances as soon as possible.

## Emergency texting system

We also use a texting system which enables us to contact you quickly in case of illness, absence, cancellation of an after-school activity due to bad weather, etc. Again, this makes it very important for you to keep us informed of your current mobile phone number.





Headteacher	Deputy Headteacher	Deputy Headteacher
Karen Hegarty	Tracey Metcalf	Christine Rouse
Year Group	Class teacher	Support staff
<b>N</b>	Mrs Sarah Clarkson	Miss Nina Gavin/ Ms Martina Wright
<b>Reception</b>	Miss Carolyn Wiles (Year Leader)	Miss Anne Benefield
	Mrs Alison Sly	Mr Gareth Owen/Miss Claire Keohane
	Mrs Paula Travers/ Mrs Jag Nagra	Mrs Carol Wale
		Mrs Kirsty Wardell(Learning Mentor EYFS)
<b>Year 1</b>	Mrs Zoe Sheehan (Year Leader)	Miss Katherine Childs
	Miss Caitlyn Blackmore Da Silva	Miss Louise Condie
	Miss Sarah Hughes/ Mrs Joanna Derby	Mrs Fern Boryor
		Mrs Rebecca Thompson ( Learning Mentor Y1 and 2)
<b>Year 2</b>	Mrs Taran Gill (Year Leader)	Miss Val Webb
	Mrs Rumana Choudhury	Miss Lorraine Clarkson
	Miss Rebekah Holland	Mrs Shamina Khanum/Mrs Melissa Purchase
<b>Year 3</b>	Mr Robert Dadley (Year Leader)	Mrs Debbie Simpson
	Miss Cherine Dyer/Mrs Susan Cooke	Mr Ed Simpson
	Miss Emma Griffiths	TBC
		Mr David Seale (Learning Mentor Y3 and 4)
<b>Year 4</b>	Miss Heather Powrie	Miss Janna Njofang
	Mr Harry Corbett	Miss Hayley Miller
<b>Year 5</b>	Mr John Chylinski (Year Leader)	Mrs Mel Jennings
	Mrs Oksana Issom	Miss Kiran Kaloya
	Miss Kajal Joshi	Mrs Jenny Healy
		Mrs Dawn Austin (Learning Mentor Y5 and 6)
<b>Year 6</b>	Mrs Emma Hardy (Year Leader)	Mrs Glenda Redhead
	Mrs Kirsten Fraser	Mrs Mary Taylor
<b>SENCOs</b>	Mrs Janet Bendell (KS1)	Miss Emma Tipton (KS2)
<b>Enhanced Resource Provision</b>	Mrs Elaine Kelly (HLTA)	Mrs Ele Whitehouse
	Mrs Lisa Conniff	Miss Danni Teeling
	Mrs Anne Marie Smith	
<b>Whole School Support</b>	Miss Rebecca Stapleton (Speech and lan- guage)	Mrs Shamina Khanum (EAL)
	Miss Lynne Banfield (SEN)	Mrs Carole Ledger (Thrive)
<b>Pastoral</b>	Miss Charlotte Sutton (Pastoral Manager)	Mr Gary O' Keefe (Family Support Worker)
<b>Admin</b>	Mrs Cat Grantham (Business Manager)	Mrs Lesley Prudhoe (Clerical)
	Mrs Julie Conway (Clerical)	Mrs Lorraine Bryant (Clerical)



# Moving into Years 1 and 2



## Moving into Year 1

### Teaching Staff

Mrs Zoe Sheehan (Year Leader)  
Miss Caitlyn Blackmore Da Silva  
Miss Sarah Hughes/ Mrs Joanna Derby

### Support Staff

Miss Katherine Childs  
Miss Louise Condie  
Mrs Fern Boryor  
Mrs Rebecca Thompson (Learning Mentor Y1 and 2)

### EYFS to Year 1

- Professional conversations between EYFS and Year 1 staff.
- Sharing assessments.
- Examples of children's work.
- Transition day – time to spend getting to know teacher.

### What will the children see that is the same?

- Friends.
- Dinner hall.
- P.E.
- Child centred learning activities.

### What children will experience that is the same?

- Learning through first hand experiences.
- Nurturing environment.
- Independent learning time.
- Free learning provision.
- Adult-led learning activities.

### Who will the children encounter?

- Friends.
- Teachers.
- Teaching assistants.
- P.E teachers.
- Lunch time supervisors.

### What will be different?

- New classroom.
- New teachers.
- New teaching assistants.
- Toilets (no longer in class).
- Play times on a different playground.
- Lunchtimes on a different playground and the studio.
- A new curriculum.

### How can I prepare my child?

- Encourage your child to get themselves dressed and undressed unaided, including footwear.

- Encourage them to be responsible for their own belongings.
- Discuss taking responsibility in caring for themselves, the school and each other.
- Model how to listen carefully and follow instructions.
- Support your child to write their first and surname.
- Help your child to form all letters and numbers correctly.
- Together read and share stories, as in this way children gain a lot of vocabulary. Discuss the story, talking about the characters. What might happen next? What did they like about the story? Look at signs – what letter sounds can you see?
- Practise counting with your child – this might be at bedtime, counting the stairs, or how many cars go past before the bus comes? Practise counting forwards and backwards to 20 then up to 100.

## Moving into Year 2

### Teaching Staff

Mrs Taran Gill (Year Leader)  
Mrs Rumana Choudhury  
Miss Rebekah Holland

### Support Staff

Miss Val Webb  
Miss Lorraine Clarkson  
Mrs Shamina Khanum/Mrs Melissa Purchase

### Information sharing

- Professional conversations between Year 1 and Year 2 staff.
- Sharing assessments.
- Sharing individual children's needs.
- Examples of children's work.
- Transition day – time to spend getting to know the teacher.

### What will the children see that is the same?

- Friends.
- Dinner hall.
- P.E.
- Similar classroom layouts and wall displays.

### What will children experience that is the same?

- Learning through first hand experiences.
- Nurturing environment.
- Similar environment.

- Independent learning time.
- Free learning provision.
- Adult led learning activities.
- Break and lunchtimes.
- Assemblies.

### Who will the children encounter?

- Friends.
- Teachers.
- Teaching assistants.
- P.E teachers.
- Lunch time supervisors.
- Music teacher.

### What will be different?

- New classroom.
- New teachers.
- Entrance to school through new classroom.
- New teaching assistants.
- A new curriculum.

### How can I prepare my child?

- Encourage your child to get themselves dressed and undressed unaided, including footwear.
- Ensure all their belongings are clearly labelled and encourage them to be responsible for their own belongings.
- Reading** – read with your child every day for 10—15 minutes. Discuss the story, talking about the characters. What might happen next? What did they like about the story? Encourage them in answering in full sentences as it will also help them with their writing. Comment and sign their reading record book.
- Maths** – help your child to count, read, write and order numbers forwards and backwards up to 50 and then up to 100 and beyond. They need to be able to recall number bonds to 20 and beyond. Allow your child to become familiar with the value of coins. Help your child to learn 2, 5 and 10 times tables.
- Writing** – help your child to form all letters correctly by practising their handwriting. Encourage your child to write in sentences with capital letters and full stops using interesting language in writing longer pieces.
- Spellings** – every week a set of spellings will be learnt for a spelling test. Spellings will emphasise the high frequency words, but also other words as appropriate. A sheet will be sent home so you can help your child.



# Moving into Years 3 and 4



## Moving into Year 3

### Teaching Staff

Mr Robert Dudley (Year Leader)  
Miss Cherine Dyer/Mrs Susan Cooke  
Miss Emma Griffiths

### Support Staff

Mrs Debbie Simpson  
Mr Ed Simpson  
TBC

### Information sharing

- Discussions between Year 2 and Year 3 staff.
- Assessments.
- Examples of children's work.
- Transition Day – spending time with your new teacher.

### What will the children see that will stay the same?

- Friends.
- Similar classroom layout and wall displays.
- Dinner hall.

### What will the children experience that will stay the same?

- Learning through first hand experiences.
- Similar environment.
- Being listened to and respected.
- Adult led activities.
- Independent learning time.

### Who will the children encounter?

- Friends.
- Teachers.
- Teaching Assistants.
- The same PE teachers.
- Familiar lunchtime supervisors.

### What will be different for the children?

- Entrance to school through new classroom.
- Toilets.
- Break times.
- Lunchtimes.
- Start learning Spanish.
- Learn to play the ukulele.
- PE lessons will be held at the Alan Higgs centre. The children will walk there and back with staff from the school.

### How can I help my child prepare for Year 3?

- Help your child to learn how to tie their own shoelaces.
- Ensure your child can change themselves for P.E. and can take responsibility for their own belongings.
- Reading – Read with your child or talk about the book they are reading every day. Ask them what they like or dislike about the story, who is their favourite character and why, help them to understand any new vocabulary.
- Writing – Allow your child lots of opportunities to practise their handwriting. This could be writing the shopping list or notes for family members. Encourage them to take pride in their writing. Encourage your child to write in sentences with capital letters and full stops using interesting language. Please also help them to learn and practise new spellings.
- Maths – Help your child to learn and practise their times tables. They need to be able to recall them quickly and accurately in order, out of order and the related division facts.
- Help your child to learn how to tell the time.
- Allow your child to become familiar with money.

## Moving into Year 4

### Staff

Miss Heather Powrie  
Mr Harry Corbett

### Support Staff

Miss Janna Njofang  
Miss Hayley Miller

### Expectations

- High expectations of behaviour from all pupils.
- Respectful behaviour: towards each other and all members of staff.
- Respect for the school environment and property.
- Mutual respect from staff and support staff that work across the Year.
- A very positive and welcoming environment.
- Please send a healthy snack for break-time. We are a healthy school and children are expected to have healthy snacks.

### Development

- Children will develop as individuals and will become more resilient and independent. This will also mean they will be taking more responsibility for their learning, inside and outside of school, with areas such as spellings, times tables, telling the time, etc.

We have a Year residential to Latches Wood.

### P.E.

P.E. will be at the Alan Higgs Centre and you can wear shorts or a sport skirt and a loose-fitting top. It is expected that children bring suitable footwear such as trainers or pumps.

- Any valuables should be handed into a teacher or at the school office to avoid losses. The school cannot be held responsible for losses if children do not hand items in.
- Please ensure that clothing and property is labelled to avoid items going missing and so that missing items can be returned to their rightful owners.
- Children will be responsible for keeping their cloakrooms and belongings tidy.

### Helping your child

- Encourage your child to complete all learning related tasks such as homework, spellings and times tables.
- Read regularly with your child or listen to them read.



# Moving into Years 5 and 6

## Moving into Year 5

### Teaching Staff

Mr John Chylinski (Year Leader)  
Mrs Oksana Issom  
Miss Kajal Joshi

### Support Staff

Mrs Mel Jennings  
Miss Kiran Kaloya  
Mrs Jenny Healy  
Mrs Dawn Austin (Learning Mentor Y5 and 6)

### Information sharing

- Discussions between Year 4 and Year 5 staff.
- Transition Day – spending time with your new teacher.

### The school day

At the beginning of the day children go to their Year 5 classroom. Morning lessons will comprise of Maths and Literacy, whilst the afternoon lessons cover all other curriculum subjects. At the end of the school day, those children who have provided written permission to do so, will be allowed to walk home on their own. All other children will wait in the classroom until a named person picks them up. If arrangements change at short notice, please let the office know and they can pass on the message.

### Developing responsibilities

In Year 5, children are expected to take more responsibility for their learning and behaviour. They need to be more independent and push themselves to achieve their best.

### Homework

Every **Friday**, the children will be given the following tasks to complete and return by the following **Wednesday**:

- Spellings – a list of words from the Primary Curriculum for English, which will be tested the following week. We will be encouraging them to use their spellings correctly in class.
- Big Maths – children will receive their relevant practice sheet, to be tested during the next week.
- Maths or Literacy – one piece of homework will be given to consolidate work covered in school or to introduce a new topic.
- Theme or Science – periodically, there will be tasks sent home relating to Themed Curriculum and Science topics.

### Reading

The children will have an individual fiction or non-fiction reading book from the school library and they will have a reading record for you to

record the reading they do with you at home. Reading every day is extremely important in developing vocabulary and reading comprehension skills, both of which will help with writing. Please could you make sure your child is reading between 45– 60 minutes every day.

### Writing

Allow your child lots of opportunities to practise their handwriting. Encourage them to take pride in their writing.

### Maths

Help your child to learn and practise their times tables. They need to be able to recall them quickly and accurately in order, out of order and the related division facts.

### Useful websites

Please check the Year 5 page for regular updates about the work we are completing in class.

<https://aldermoorfarm.eschools.co.uk/> website

The following sites are useful for the children to access, at home, to practice and develop their skills further:

I Am Learning:

<https://www.iamlearning.co.uk/>

The school code is: ALCV3

Your username is your full name and your password is your date of birth.

### Other information

#### Concerns

If you have any problems at all, please call or see your child's class teacher.

#### PE Kit and Uniform

Please ensure all uniform and PE kit is named.

## Moving into Year 6

### Teaching Staff

Mrs Emma Hardy (Year Leader)  
Mrs Kirsten Fraser

### Support Staff

Mrs Glenda Redhead  
Mrs Mary Taylor

### What's going to be the same in Year 6?

- High expectations of behaviour.
- Playtime and lunchtime.
- The timings of the school day.
- Uniform expectations.
- School trips.
- Accelerated reader.
- Weekly homework.
- Residential trips.

### What changes can you expect in Year 6?

- A new P.E day...to be confirmed.
- Jobs for children.
- Working with different staff.
- More homework.
- Working towards SATs in May.
- Transition work to prepare for secondary schools.
- New topics: ID, Child at War, Frozen Kingdom, Blood Heart, Gallery Rebels.
- After SATs projects.

### Developing responsibility

- Children will be encouraged to take on more responsibility this year as they prepare for the transition to Secondary School.
- Children will have responsibility for their homework, behaviour choices, being a good role model to the younger children and their property.
- The opportunity to become a Young Leader in school.
- The opportunity to develop roles across the school such as assembly monitors, registers monitors etc.

### What do we need from you?

- It is really important that children complete their homework each week as it will consolidate and develop the learning that is taking place in the classroom.
- Attendance at parents' days. This will help us to work together to help support your child throughout the year.
- Attendance at any SATs information sessions we may hold.
- Please encourage to child to read for at least 30 minutes each evening.
- Please encourage your child to practise their times tables at home regularly to support their work at school.
- Please continue to let us know anything that will help us support your child.

### Our school website

- The Year 6 class page is updated weekly with reminders, homework, key dates, our learning, photographs, letters etc.

### Useful websites

I am Learning  
School ID: **ALCV3**  
username: **firstnamelastname**  
password: **D.O.B e.g. 01052003**



# Understanding how our school works

## Our facilities

We have extensive outside space for playtime and sports.

We run numerous after school clubs.

We have several Thrive Practitioners (supporting children with emotional difficulties and attachment issues) and spaces designated for Thrive activities.

We have specific rooms for meetings to ensure privacy and confidentiality.

## What to do if you have a concern/complaint

If you have a concern or a complaint, speak to your child's Class Teacher. If he/she cannot resolve the matter you should then discuss it with the Headteacher or Deputy Head. If you are not a parent of a child at the school, then please address your concerns to the Headteacher or Deputy Head. Most complaints will normally be resolved at this stage but if this is not possible, or your complaint is about the Headteacher, you should write to our Chair of Governors at the school address.

## Support for SEN children

The children at Aldermoor Farm are at the heart of all that we do. We recognise that each and every one of them is a unique individual with their own ideas, talents, needs and aspirations. By setting clear targets and aiming high, we want to enable each of them to do their very best and achieve their full potential. For the inclusion of all of our children at Aldermoor Farm, we aim to remove all barriers to learning and increase the physical and academic access for all pupils. Pupils with special needs are encouraged to take part in all areas of school life including sports, arts and out of school activities.



## Attendance and the impact of taking term time holidays

We aim to ensure that all children receive their full entitlement to teaching and learning opportunities, by working in partnership with parents and others to overcome any barriers to their attendance, and to help pupils develop their own self-motivation for daily, punctual attendance.

### Expectations

The Government and our expectations for attendance is 96%. 96%+ is deemed to be the level of attendance that gives pupils the greatest opportunity to achieve the best of their potential in school. Anything less than this gives us cause for concern.

### Parents

We believe that the involvement of parents is a key factor in addressing attendance issues and will ensure that all parents and carers are made aware of their responsibilities with regard to full, punctual attendance.

### Lateness

Poor punctuality gives pupils a difficult and negative start to their day and disrupts the teaching and learning of the whole class. Pupils who arrive between 8.51am & 9.15am are signed in as an Unauthorised Late at reception by a Learning Mentor. This log could be used as evidence in the event of persistent lateness.

The class who achieves the greatest level of punctuality is acknowledged in assembly each week and an apple is added to our attendance tree.

### Absence

Parents/carers should telephone the school on 02476 456272 before 9.00am on the first day of their child's absence to let the school know the reason their child will not be attending. A Learning Mentor will telephone parents of pupils who are not in school and have no reason for absence. Home visits may be carried out if a second day of absence is recorded with no explanation.

### Penalty notice

School will continue to follow Local Authority and Government procedure with regards to Fixed Penalty Notices as we did last year. Any parent/carer of a pupil that has 10 sessions (5 school days) of absence from school could lead to a fine. This is currently £60 per parent, per child. Changes have been made so that in the case of holiday absences, fines will be immediate.

### Holidays

No holidays will be authorised during term time. If a child misses 10 or more morning and/or afternoon sessions in a 5-week period, this entitles the Headteacher to apply to the Local Authority for the issue of a Penalty Notice.

## Behaviour

It is a primary aim of Aldermoor Farm Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. It aims to promote an environment where everyone feels happy, safe and secure. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. Our behaviour policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

### Our school ethos:

- Recognise that good relationships are essential for good behaviour.
- Aim to develop in the children an acceptance and recognition of responsibility for their own actions.
- See positive behaviour as an essential condition for effective teaching and learning and is a criterion upon which the school will be judged.

### Relationships within school are characterised by:

- Mutual respect.
- Willingness to listen, understand and respond.
- Recognition of the value of others and ourselves.
- Positive expectations.
- Encouragement of thoughtfulness and sensitivity towards others.

Our school rules have been negotiated, consulted and agreed by Governors, staff, children and parents and are displayed in all classrooms and prominent places around the school. They are:

- Be gentle – Do not hurt anyone.
- Be kind and helpful – Do not hurt people's feelings.
- Work hard – Do not waste your time, or that of others.
- Look after property – Do not waste or damage things.
- Listen to others – Do not interrupt.
- Be honest – Do not cover up the truth.

## Assessment: what processes are used to track progress and how this feeds into the classroom?

At Aldermoor Farm we use Tapestry in Early Years and children are assessed against Early Learning Goals.

Children are tested in reading, writing and maths throughout the rest of the school and this data is collected termly. Foundation subjects are also assessed against National Curriculum expectations.

Year 1 have Phonic Screening and Years 2 and 6 sit SATs in the summer term in line with national expectations.

All data is analysed and interventions are put in place as and when necessary to ensure the best outcomes for all pupils.

## Parents consultations and school reports

Parent consultation days take place once each term. A report is sent to parents at the end of the summer term.

## How to become a Volunteer or Governor

We welcome parents into school to help with reading, sports events, library walks and various other occasions throughout the year. If you are interested in volunteering, please enquire at the School Office. Vacancies for parent governors are advertised in our Newsletter, together with details of how to apply.



## Pupil Premium: why it's so important

Pupil Premium additional funding is given to schools for:

- Pupils who have been registered as being entitled to Free School Meals (FSM) at any point in the last six years. You must register for Free School Meals so we can receive this funding.
- Children whose parents are currently serving in the Armed Forces.

### Extra money for extra support

Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. We can use this funding to support children in a wide variety of ways which are tailored to the individual child's needs. Typical examples include assistance with:

- The purchase of school uniform/PE kit or other equipment.
- The cost of school visits and extracurricular activities.
- A subsidised place on residential trips.
- Fees for Breakfast and After School Clubs.
- Confidence and skills building experiences.
- Specialist/extra tuition.

Free School Meals can be provided if parents/ guardians are in receipt of certain Income Support benefits. We encourage parents to apply for FSM even if their children do not take up Free School Meals because we can then access this additional funding to benefit your child. Further information about how the school spends these monies can be found on the school website. Please contact our school office who will assist you with the application process.

### Pupil Premium for adopted children

The government have recently announced that they are extending this to provide additional funds for children who have been adopted from care. However, funding will only be received should parents elect to inform their child's school that their child has been adopted and they would like the school to receive additional Pupil Premium Funding. From April 2014, schools in England can receive the Pupil Premium for children adopted from care or who left care under a Special Guardianship Order (SGO) on or after 30 December 2005. Schools can also claim the Pupil Premium for children who left care under a Residence Order (RO) on or after 14 October 1991. To claim the Pupil Premium for adopted children, and those who are the subject of an SGO or RO, parents will need to inform the school and provide supporting evidence, for example, the Adoption (Court) Order.



## My child is having difficulty making friends

For many children, difficulty making friends can have a detrimental effect on their self-esteem and confidence, and also keep them from trying new activities. It can also be difficult for them to manage intense feelings.

### Talking

Encourage your child to talk about their feelings, and what has happened in the school day. Just knowing that these feelings are normal, and that they have someone to talk with, can help a lot!

### Invite friends over

Ask your child who they enjoy spending time with at school. Start by inviting one or two of these friends over to your house, or arrange a get-together at a local park.

### Talk to your child's teacher

Contact the school office and ask to talk with your child's teacher. Have a chat about your concerns. Don't be worried, we deal with friendship difficulties regularly; it's part of being a teacher!

### Have your own friends over

Since children pay close attention to what grownups do, model friendship behaviours for your child by having your friends over, especially in ways that include the younger generation.

### Try not to expect too much

Take it slowly and don't 'force' your child to make friends. Sometimes making friends can take time! Get help if you sense a real problem. In the majority of cases, shyness or difficulty making friends in childhood is perfectly normal. If your child rarely holds eye contact, is unusually withdrawn, throws tantrums or cries whenever other children are around, or seems terrified of going to school or the playground, then please talk to us again.

## What happens when my child transfers to secondary school?

Pupils complete their primary education at Aldermoor Farm Primary School. When they are eleven years old they generally transfer one of the several local secondary schools. Parents will receive a letter from the Director of Education in their child's final year inviting them to make a first and second choice of Secondary School. Later in the year, parents will be sent details of admissions arrangements, Induction Days and information about when they can visit their child's Secondary School.

## I'm struggling to help my child with their homework

If you are finding it difficult to help your child with their homework...don't worry! Lots of parents have difficulties with this.

### Talk to us

The way subjects are now taught is probably different to when you attended school. The first thing to do is talk to the school office. All conversations are confidential. They will then either book you an appointment to come and chat with your child's teacher, or book a time for your child's teacher to phone you.

### We will help you

It's nothing to worry about. We will help you understand how children learn in a modern school, and you can then enjoy helping your child with their homework.

If I think my child is struggling with school work... or not being challenged enough?

The first thing to do is contact the school office to talk with your child's teacher.

### Ongoing assessment

Your child is assessed regularly by their teacher, so we will be able to tell you how they are performing and how this relates to what is expected at this stage of your child's education.

### Activities at home

Your child's teacher can provide you with some fun activities to do at home that will complement what is happening in class, and give your child that extra help.

### Ongoing problems

It may be that your child needs glasses in class, or is dyslexic. All of these concerns can be discussed with your child's teacher. We want to help your child, as much as you do!

## How to develop a bedtime and morning routine, so children get enough sleep for school

The most important thing is that children get enough sleep for school.

### Getting enough sleep

Children of school age experience enormous growth, are very active and need lots of sleep. A child aged 3-6 years needs to be asleep from 6pm-8pm, and a child aged 7-12 years needs to be asleep by 7.30pm-9pm. Most experts agree that children need between 9 and 10 hours of sleep each

night to be at their best, with 8 hours the absolute minimum.

### Routine

By establishing a bedtime routine, you can relax your child. For example, bath-time, reading a book, listening to story tapes or music can all relax a child and be part of such a routine. Children will soon associate a repeated activity with relaxing and going to sleep.

### In bed

Once your child is in bed, dim the lights or put on a lamp. Perhaps read a story or talk to them about school that day.

### Getting up

Breakfast is very important. If you have a routine for morning, it helps the child to get up and dressed and downstairs for breakfast. If you don't have much time in the morning, it may be an idea to prepare as much as you can the night before. You can make packed lunches, sort breakfast food, lay out school clothes and even assign a shelf or hook for school essentials (so you don't have to go searching for things as you're due to go out the door!)

### List chart

It may seem like overkill, but a morning routine chart is great for children to follow. They enjoy following lists and ticking off what they have done. You could always give them a reward on Friday for following the list. Your list could feature some of the following:

- Getting dressed.
- Combing hair.
- Eating breakfast.
- Brushing teeth.
- Washing face.
- Putting shoes on.
- Grab backpack/lunchbox... then off to school!

### When a child doesn't want to eat breakfast

If your child doesn't want to eat a full breakfast, find foods that they can eat quickly but that will still provide the nutrients that their body needs. Most experts recommend eating a serving of protein first thing in the morning. Scrambled eggs on toast, yogurt and fruit, or a peanut butter and jam sandwich on whole wheat bread are good options for breakfast. Be creative with breakfast!

# Frequently asked questions



Here are our answers to what we find are the most frequently asked questions. If you have any questions that are not answered here, please contact the school office and we will be happy to help!

## Medication in school

If your child needs to take medication during the school day it should be handed into the School Office and taken under the supervision of a member of staff. Parents are asked to sign a Consent Form giving details of the medicine and the dosage prescribed.

## Mobile phones

Mobile phones are not permitted to be used in school. Should parents wish their child to bring a phone into school it must be given to the class teacher, who will return it at the end of the day.

## Jewellery

On health and safety grounds, we do not allow children to wear jewellery, other than religious jewellery, to school. The exceptions to this are stud pierced ear-rings. We ask the children to remove these during PE lessons or, if they cannot be removed, to cover them with a plaster brought from home. This is to prevent them from causing injury.

## Chewing gum

Chewing gum is not permitted in school.

## Personal Belongings

Children may bring a school bag with them to school every day. Children do not need their own pencil case; all stationery is provided by the school. Children will be responsible for keeping their peg area and drawer tidy

## Emergency arrangements

We will, of course, endeavour to keep the school open if at all possible, but severe weather conditions could make it necessary to close the school if it were dangerous or unreasonably difficult:

- For children or sufficient numbers of staff to reach school and provide an adequate educational service.
- For children or staff to journey to and return from school safely and without undue delay.

In the event of school closure, we will send a text via your mobile phones to inform you, so it is really important

that we have your up to date details on file. The information will also be broadcast on local radio stations.

## Stay in touch

The school appreciates that during bad weather children may arrive later than normal but parents should endeavour to contact the school to let them know they are on their way if likely to be delayed. The school recognises there will be isolated instances where families are cut off, even where the clear majority of children can get into school. In such instances parents should inform the school of the circumstances of this exceptional situation.

## Contact numbers

In the event of the school having to close during the day due to unforeseen worsening weather or similar unforeseen circumstances, parents will be contacted by text message or a phone call either at home or work and asked to collect their children. Such an early release will only be contemplated in very extreme circumstances. All parents/carers are urged to ensure that mobile phones are always switched on and audible in case we are trying to contact you.

## Charging policy

The Governors of Aldermoor Farm Primary School are conscious of the valuable contribution that can be made to children's education by educational activities beyond the school. However, it will be recognised that many activities would be put in jeopardy by a shortage of funds unless supported by voluntary contributions from parents and by funds raised through the efforts of the school and all associated with it. The Governors have established a fund called 'WOW' which they intend to use to sustain and encourage events and they will from time to time invite contributions to this fund.

## Voluntary contributions

When organising school trips or visits which enrich the curriculum and educational experience of children, the school invites parents to contribute towards the cost of the trip. All contributions are voluntary, but if we do not receive sufficient voluntary contributions there is a possibility that we may have to cancel a trip or activity. Those parents experiencing difficulty with any payment should speak to a member of our pastoral team. Sometimes the school pays additional costs in order to support the visit. Parents have the right to know how

each trip is funded and the school will provide this information on request.

## Clubs and activities

After-school clubs run from Monday to Thursday. The activities we offer change every term, and the children can choose which clubs they would like to take part in. Clubs are allocated on a rota basis during the school year. Clubs may relate to specific year groups and are not available to all children.

An example of clubs on offer are:

- Homework Club
- Forest School.
- Girls Football.
- Quad Kids.
- Art.
- Multisport.
- Rounders.
- Sewing.
- Photography.
- First Aid.
- Football.

## Curriculum enrichment programme

We offer a wide range of enrichment opportunities for the children, including visits to local attractions and places further afield, and welcome visitors into the school to support the topics being studied by each year group. We also arrange residential visits to a variety of locations for children in Years 4, 5 and 6. Year 3 have the opportunity to have an overnight camp in the school grounds.

- We have pantomime at the school and visits to the local theatres, we have peripatetic music teachers that come in weekly.
- We have a resident P.E. coordinator who arranges a wealth of sporting activities and competitions.
- We have a visiting gymnastics coach weekly.
- We have several Thrive trained members of staff to ensure mental wellbeing. We also have a weekly Art Therapist.
- We have day trips to local places of interest, i.e. castles, gardens, museums, places of worship.

# Term dates 2019-2020

## Autumn 1

2nd and 3rd September Training days  
4th September children return to school  
Half term break  
21st – 25th October inclusive

## Autumn 2

28th October – 19th December  
20th December Training day  
Christmas break  
23rd December – 3rd January inclusive

## Spring 1

6th January – 19th February  
20th February – Training day  
Half term break  
24th – 28th February inclusive

## Spring 2

2nd March – 9th April  
Easter break  
12th – 24th April inclusive

## Summer 1

27th April – 22nd May  
Half term break  
25th – 29th May inclusive

## Summer 2

1st June Training day  
2nd June children return  
Term ends 21st July



## Vision

At Aldermoor Farm Primary School we are committed to working together to provide every member of our community with the best opportunities to achieve their full potential.



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